

CHILDREN'S SERVICES HEALTH & SAFETY

ACCESSIBILITY POLICY & PLAN

Name of Unit/Premises/Centre/School	Four Lanes Community Junior School
Date of Policy Issue/Review	November 2015
Name of Responsible Manager/Headteacher	Corinne Martinez
Signature of Responsible Manager/Headteacher	

1. Introduction

This policy is drawn up in accordance with Schedule 10 of the Equality Act 2010 and schedule 10 – accessibility for disabled pupils.

2. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010 as:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

3. Key Objective

To reduce and eliminate barriers to the curriculum and to enable full participation in the school community for current and prospective pupils with a disability.

4. Principles

- Compliance with the DDA and Equality Act 2010 is consistent with the school's aims and single equality statement, and the operation of the school's SEN policy.
- The school recognises its duty under Equality Act 2010:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;

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- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- To supply auxiliary aids and services as reasonable adjustments where these are not being supplied through SEN statements. (However time for planning and informed implementation is required. This duty has not as yet come into force.)
- To publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
- The school recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum;
 - Setting suitable learning challenges;
 - Responding to pupils' diverse learning needs;
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Schools generally will try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support that. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable – for example, a school field trip which primarily involved climbing and walking over rough terrain. If it was determined there was no viable alternative, or way of enabling a disabled pupil in a wheelchair to participate or be involved, it is unlikely this situation would constitute direct discrimination or failure to make a reasonable adjustment.
- Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

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Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

5. Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

- (a) Educated and related activities.** The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts, etc. (See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils").
- (b) Physical environment.** The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings, etc. (See checklist on page 30 of DfES Guidance, and HCC schools self-audit questionnaire circulated in January 2002).
- (c) Provision of information.** The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested, etc. (See checklist on page 30 of DfES Guidance)

6. Unlawful Behaviour in regard to disabled pupils.

Direct Discrimination: A school must not treat a disabled pupil less favourably simply because that pupil is disabled – for example by having an admission bar on disabled applicants.

If a school discriminates against a person purely because of his or her disability (even if they are trying to achieve a legitimate aim) then it would be unlawful discrimination as there can be no justification for their actions.

Indirect Discrimination: A school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only – for example having a rule that all pupils must demonstrate physical fitness levels before being admitted to the school – unless they can show that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.

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Discrimination arising from disability: A school must not discriminate against a disabled pupil because of something that is a consequence of their disability – for example, not allowing a child to attend an educational visit due to the facilities being unsuitable. Like indirect discrimination, discrimination arising from disability can potentially be justified.

Harassment: A school must not harass a pupil because of his disability – for example, a teacher shouting at the pupil because the disability means that he is constantly struggling with class-work or unable to concentrate.

Disability Equality Duty – schools previously had a statutory duty which required them to take proactive steps to tackle disability discrimination, and promote equality of opportunity for disabled pupils. Under the Equality Act, this has been replaced by the general equality duty and the new specific duties.

7. Action Plan.

See attached Appendix.

APPENDIX

ACCESSIBILITY ACTION PLAN – 3 YEARS – 2015-18

- Ensure compliance with DDA and Code of Practice. Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan. Staff/governors meeting.
- Improve availability of teaching and written material in alternative forms. School aware of local and county services for converting written information into alternative formats. SENCO researches and discusses with STA services. School able to deliver information to all pupils and parents with disabilities.
- Develop knowledge and skills in managing children with disabilities. Ensure staff have increased confidence and skills in working with children with disabilities.
- Dependant on new intake/information held on our waiting lists, if the need arises:
 - Improve access to all teaching areas. Ramped circulation corridor providing access between teaching areas. Devolved capital. Pupils able to work independently in all teaching areas.

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8. Linked Policies

This plan will contribute to the review and revision of related school policies such as:

- School improvement plan
- SEN policy
- Equal opportunity policy
- Curriculum policies

Disability Discrimination Act (DDA)1995 -

http://www.opsi.gov.uk/acts/acts1995/ukpga_19950050_en_1

Disability Discrimination Act 2005 (additions and amendments to 1995 Act)

http://www.opsi.gov.uk/acts/acts2005/ukpga_20050013_en_1

SEN and Disability Act (SENDA) 2001 -

http://www.opsi.gov.uk/acts/acts2001/ukpga_20010010_en_1

DRC Code of Practice 2002 - <http://www.opsi.gov.uk/si/si2002/20022216.htm>

National Curriculum Framework 2014 -

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014/>