

# STANTON HARCOURT CHURCH OF ENGLAND PRIMARY SCHOOL

## ACCESSIBILITY PLAN

**2016-19**

### INTRODUCTION

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. Impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered

The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination

- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

A child's ability to memorize, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

## **Health and Safety**

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

## **Charging Arrangements for Making Reasonable Adjustments**

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

Target	Action needed	Outcomes	Timeframe
Ensure the curriculum is fully accessible to all pupils	<p>Promote awareness of disability issues through assembly and PSHE.</p> <p>Use of visual timetables across the school in classrooms.</p> <p>Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum, as appropriate.</p> <p>Wheelchair access around school but could not be accommodated around tables in the classrooms due to the size of the classrooms. Any new classrooms/extensions to be designed to accommodate wheelchair access.</p>	<p>Pupils to become more aware of issues around disability.</p> <p>Disabled pupils have access to equipment appropriate to their needs.</p> <p>Visual timetables designed for use for identified pupils.</p> <p>Wheelchair access in classrooms.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As appropriate.</p> <p>Long term aim.</p>
Risk assessments enable children with disabilities to have full access as far as possible.	External advice sought, as necessary, including from OT service to audit classroom, if necessary.	Children with disabilities access school, trips etc.	As required.
School to be aware of services available for visually and hearing impaired children, and children with Downs' Syndrome and other disabilities.	Access training to meet the needs of individual pupils when and where appropriate.	School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance and relevant training and development.	Ongoing
If appropriate, explore Braille, audio CD and Loop systems for VI and HI pupils of the school community.	Specific needs of any new pupils with a disability are identified and planned for.	Needs of individual children are met and enable increased access to learning.	As appropriate.
To review annually as part of the review of the SIP, all areas in the school in order to ensure that there are no physical barriers to access for any pupils with a range of disabilities.	Annual review.	The site has disabled access.	Ongoing.
To ensure that staff who have	Through staff meetings and induction meeting	Pupils receive the help and	Ongoing.

<p>joined the school are made aware of the implications of the DDA and the National Curriculum Inclusion Statement i.e. setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.</p> <p>To ensure all staff use these to inform differentiated planning and provision across the school.</p> <p>To identify Inset needs.</p> <p>To carry out school audit of the 'wider curriculum' e.g. clubs, school visits etc. to ensure that disabled pupils can participate.</p>	<p>ensuring that all staff are aware of the needs of all pupils in their class and how to address them.</p> <p>Planning scrutiny.</p> <p>Audit of activities.</p>	<p>support they need in order to progress their learning.</p> <p>The quality of planning and teaching in class/subject lessons meets the needs of pupils with SEN/AEN and reflects the National Curriculum Inclusion Statement.</p> <p>Wider curriculum fully inclusive.</p>	
<p>To ensure there is a programme for staff to undergo dyslexia awareness training.</p>	<p>Senco to carry out dyslexia awareness training and then feedback to all staff.</p>	<p>Dyslexic pupils are given the appropriate support and guidance.</p>	<p>2016.17</p>