

Broomhill Infant School/



Accessibility Policy

Written - April 2003

Reviewed - December 2022

Next Review - December 2023

Introduction:

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

The Equality Act 2010 aims to protect disabled people in all areas of life including education. This policy will be reviewed to incorporate changes brought in by the Children's and Family's Act (Sept 2014) and the latest SEN Code of Practice.

It is unlawful for a school to treat disabled people unfavourably.

Under the 2001 Act, a person has a disability if they have a physical or mental impairment which has a substantial or long term adverse effect on their ability to perform normal every day-to-day activities. Unfavourable treatment could include: direct discrimination; indirect discrimination; discrimination arising from a disability and harassment.

In addition, the SEN Code of Practice gives guidance on how to identify and assess children with Special Educational Needs (See the Inclusion policy for identification procedures).

This Policy is to be read with the Inclusion Policy and the Equal-Opportunities Policy. It is part of our overall provision and care for children and adults.

Rational:

Every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning.

Admissions:

All children are provided with every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an informed assessment of the individual's needs and how the setting is to meet these needs. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of children with disabilities will be consulted and all possible actions will be taken to remove potential obstacles to learning. These obstacles could include physical, sensory, or learning environment issues within the school. See Admissions Policy:

Setting:

As a two storey site with a variety of entry points. There are stairs between floors.

Educational Provision:

The staff value pupils of different abilities. The National Curriculum will be implemented to meet the needs of individuals and groups of children by:

- Modifying access strategies; providing Quality First Teaching; differentiated tasks; responding to children's diverse learning needs through a variety of teaching styles, modified learning objectives and outcomes,
- overcoming potential barriers to learning by accessing adult support, intervention programmes, use of ICT, use of supportive visual and physical aids as appropriate
- written information to be presented in different formats (visual timetables, different fonts, font sizes and formats, use of coloured overlays and flip-charts) to make it accessible
- recording to be presented in different formats (writing tools, ICT, use of scribes)
- setting suitable learning challenges through individual provision or group provision
- ensuring individuals are able to access other curricular opportunities in addition to or outside the National Curriculum such as: educational visits, special events, sports days
- monitoring progress by relevant professionals: Class Teachers, SENCO, outside agencies and the Head Teacher
- use monitoring to inform future planning of provision
- accessing support advice, translation services and Braille support if appropriate
- appropriate exit strategies will be put in place through a PEEP (Personal Emergency Evacuation Plan) and reviewed annually if a child is unable to exit school independently

Responsibility:

It is the responsibility of the SENCO and SLT to ensure appropriate provision is maintained for children with SEND. The Governing Body will ratify the Accessibility Policy, in conjunction with the SEND & Inclusion Policy annually and support the SENCO and SLT in their responsibilities.

DISABILITY ACCESS PLAN

Action	Progress/Notes	Achieved?
Physical Environment		
Ramp walkway – Front entrance ramped to create level access to school.		Y
Access to the Curriculum		
Deployment of TAs to support identified children		Y
Staff training on a variety of special needs • First aid & Pastoral care procedures reviewed • EpiPen training • Administration of medicines		Y
Support for SEN children assessed reviewed and organised on a regular basis		Y
Reorganisation of classrooms, timetables and teaching and learning arrangements as required		Y
Delivery of Information		
Laptops/notebooks employed when appropriate		Y
Large print used when appropriate		Y
Large screen magnifier for PC monitor screens used when appropriate		Y

Action	Progress/Notes	Achieved?
Staff training on a needs basis		As required
Disability Discrimination Act Survey (DDAS)	Review priorities annually and budget as appropriate. Ensure priorities are completed within two years if still pertinent.	
DDAS - Ensure site circulation and building corridors are clear of obstructions.	Daily Site Manager inspections	Y
DDAS - A personal emergency egress plan (PEEP) should be agreed with each disabled pupil and member of staff. Ensure PEEPs are created as required for individual children.	Completed for each new pupil / staff member who joins us with a recognised disability. PEEP's are also completed for any member of staff or pupil with an incapacitating injury (e.g. in pot/on crutches etc)	Y
Whole staff training on a needs basis as required	All new needs addressed as they arise	Y
Ensure individual staff receive appropriate training/CPD to enable them to support specified children.	All new needs addressed as they arise	Y
Ensure budget/time made available to support children who require a modified curriculum.	All new needs addressed as they arise	Y
SENCO to measure progress and attainment of disabled pupils termly (EHCP) and annually (Statement and school assessment). Ensure good progress and suitable attainment is being realised	Monitored by Head Teacher	Y
Offer newsletters and other school information in large print if requested.	Also available via the school website	Y
Ensure School Prospectus is reviewed and updated annually.	On-going	In part

DED Guidance

What is the Disability Equality Duty?

This is a new requirement for public sector bodies to pay due regard to promoting equality for disabled people in every area of their work. They will need to take an organisational approach and weave disability equality into the everyday working of the organisation, particularly in relation to formulating policy and practices around both service delivery and employment, but also in relation to other functions such as setting budgets, making public appointments, funding and regulatory roles.

There is a general duty, which applies to all public bodies and additional specific duties to support the majority of public bodies in achieving the outcomes required by the general duty

How does the duty impact on schools?

All schools in England and Wales are subject to the general and specific duties, this includes primary schools, secondary schools and City Academies.

What does the general duty require public bodies to do?

The general duty requires public authorities to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. A public authority must, when carrying out their functions, have due regard to the need to do six things:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of disabled people that is related to disability

- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled peoples needs, even if this requires more favourable treatment.

The general duty will build on existing responsibilities under disability legislation in relation to schools, including the duties to make reasonable adjustments, and to plan strategically to increase access to schools over time. Schools can implement the general duty by actively reviewing all their policies, procedures and planned access improvements to remove barriers with a view to greater recruitment and retention of disabled staff; and greater participation of disabled pupils, disabled parents and disabled people in all aspects of school life, in the wider community and in the non-educational services they might provide

To promote equality of opportunity, a school reviews its accessibility plan to ensure that its planned developments will benefit other disabled users of school premises such as teachers, parents and other members of the local community who might use the school premises

Action:

- Review relevant policies and update access policy?

What does promoting positive attitudes towards disabled people mean in practice?

Negative attitudes, such as demeaning stereotypes or lack of respect towards disabled people, are not only unhelpful, but can lead to discrimination and place unnecessary restrictions on disabled people. This is often also true of the absence of representation of disabled people in public images. In order to contribute to the overall goal of promoting equality of opportunity, authorities will need to consider what they can do to eliminate ignorance and prejudice in the wider community. In addition to building positive attitudes towards disabled people into the ethos of the school, schools may also promote positive attitudes to disability in lessons such as citizenship through discussion of the skills and knowledge that well-known disabled people who are public figures have which enables them to play an active role as citizens. Positive attitudes to disabled people will be particularly promoted if teaching staff ensure that the views and contributions of disabled children are valued, for example, by ensuring that disabled children who require support or advocacy to participate in debates receive it.

Questions:

- Do we have evidence of negative attitudes?

Action:

- Review PSHCE curriculum and worship themes?
 - What have we done to present disability in a positive light?
 - What else could we do to present disability in a positive light?

What are the specific duties?

This is a framework to assist authorities in planning, delivering and evaluating actions to meet the general duty and to report on these activities. At the heart of this framework is the Disability Equality Scheme.

So what are public bodies required to do?

First and foremost public bodies must publish a Disability Equality Scheme which must demonstrate how they intend to fulfil their general and specific duties. This scheme must incorporate an action plan and they need to involve disabled people in developing the scheme.

Then they must take the actions set out in the action plan and put into effect measures for gathering and acting on evidence. Additionally they will need to report on this progress annually.

Public bodies must review and revise the scheme every three years.

Action:

- Advertise for disabled parent/carer to help us form the DES?

Action:

- Annual review/report by governors.

What should Disability Equality Scheme include?

The essential elements which the Disability Equality Scheme must include are:

- How disabled people have been involved in developing the scheme
- The action plan.
- Arrangements for gathering information about performance of the public body on disability equality
- Arrangements for assessing the impact of the activities of the authority on disability equality and improving these when necessary
- Details of how the authority is going to use the information gathered, in particular in reviewing the effectiveness of its action plan and preparing subsequent schemes.

Who should prepare the Disability Equality Scheme?

It is important to ensure that the Disability Equality Scheme demonstrates commitment at the very highest level of the authority. The introduction could be signed by the Chief Executive or equivalent. In schools, the Chair of Governors and the Headteacher could sign the introduction to the Disability Equality Scheme. In addition, it would be beneficial for a senior member of staff to take overall responsibility for the implementation of the disability equality duty and the Scheme. Having someone with disability expertise to advise and co-ordinate would also be beneficial.

Action:

- Allocate Governor and member of staff

Should the scheme be published?

The scheme must be published and authorities will need to ensure that this is accessible to the whole community. It may be set out with another published document, such as an annual report, but to ensure transparency it would generally be appropriate to publish a scheme as a whole so that stakeholders can view its different elements together.

A school already includes information in its School Prospectus about disability provision and its accessibility plans. As much of this is relevant to the disability equality duty it decides to have a larger section within the School Prospectus which reports on the disability equality duty. Within this it also addresses information about its accessibility plans.

Question:

- What does publish really mean? Informing parents/carers of its existence or providing copies?

Action:

- Publish on website. Inform parents/carers by newsletter of its existence.

What areas should information be gathered on?

All authorities subject to the specific duties must set out and put into place arrangements for gathering information in relation to recruitment, development and retention of disabled employees. Educational bodies need to consider the effect of their policies and practices on the educational opportunities and achievements of disabled learners. The definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. Schools will need to bear in mind that information collected on pupils based on special educational needs categories will not necessarily capture all those pupils who are disabled.

Action:

- As above – review all policies
- Put data collating and MER activities into practice
 - Review achievement by disabled pupils
- Ask parents/carers by newsletters if any children have registered disability of which we are unaware?

