



Staplehurst School

Accessibility Plan

Date

Policy reviewed and ratified at a meeting of the **Full Governing Body**

Policy to be next reviewed

15 March 2017

Spring Term 2018



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Accessibility Plan

Legislation

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single consolidated source of discrimination law, covering all types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time and it extends protection against discrimination in certain areas.

Part 6 of the Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Duties in Schedule 10 part 3 (2) of the Equality Act 2010 require the governing body to plan (the Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school's curriculum,
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has:

*A physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.*

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on 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.



Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Aims

- Make every child feel welcome
- Value all pupils equally
- Have high expectations of all pupils
- Remove all barriers to learning and participation

Action Points

The physical environment of the school will be monitored by the Finance & Resources Committee of the Governing Body to ensure that all reasonable adjustments are being made to this end.

An accessible curriculum will be monitored by the Learning & Development Committee of the Governing Body, who will liaise with the Inclusions Manager and the Headteacher.

Staff training and awareness will be monitored by the Headteacher.

The governing body will be responsible for ensuring that Finance & Resources and Learning & Development Committee's terms of reference are reviewed to reflect these responsibilities and that they are included on committee agendas.

Broad Guidelines

A disabled person can be discriminated against on two ways:

- By less favourable treatment (there are situations where there may be a reason for less favourable treatment.
- Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils and prospective pupils being placed at a 'substantial disadvantage' compared to non-disabled pupils.

The school will review practice and draw up short, medium and long-term targets. The action plans will be reviewed by the relevant committees and staff with a view to improving access for children, parents, carers and other people who use the school or may wish to.



Appendix A Identifying Barriers to Access - Curriculum

Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support disabled pupils?	✓		Pupil Provision meetings provide support for children with SEND needs
Are classrooms optimally organised for disabled pupils & staff?	✓		
Do lessons provide opportunities for all pupils to achieve?	✓		Differentiation is moderated by subject leaders and SLT
Are lessons responsive to pupil diversity?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		Lessons vary and incorporate these learning styles where appropriate.
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by able & disabled pupils, for example using lip reading?	✓		Staff are continually developing their understanding of these needs.
Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		And additional adult support is given.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Is there access to appropriate computer technology for pupils with disabilities?	✓		Such as Clicker 6, Write Online, Dragonspeak, Purple Mash and Maths Whizz.
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		Targets reflect high expectations. Teachers are continuing to develop skills and provide challenge.
Do staff seek to remove all barriers to learning and participation?	✓		On going training and pupil review meetings allow teachers to discuss, evaluate and understand barriers to learning and provide interventions they can incorporate into a child's learning to eliminate these.



Appendix B Identifying Barriers to Access - Premises

Question	Yes	No	Action/Comment	Person responsible	Time Scale for completion
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?		✓	Access to playgrounds from classrooms 2-3 and 11-14 are via steps which would pose a difficulty to someone with mobility issues (pupil & after schools clubs).	F&P Committee	End of Financial Year March 2018
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?	✓		Where there are internal steps in the school, there is an alternative ramp access route.		
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?		✓	Signage around the school could be improved, reception is sign posted but not clearly visible from the front gate.	F&P Committee	Complete
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓		Auditory alarms are in place, teachers and teaching assistants are trained on evacuation drills and are familiar with SEN pupils.		
Are non-visual guides used, to assist people to use buildings, ie lifts with tactile buttons?		✓	Not applicable.		
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓			
Are areas to which pupils should have access well lit?		✓	The school has a number of light fittings which are dated and do not comply with current lighting regulations. 'Quick fix' lighting has	F&P Committee	End of Financial Year March 2018



			been installed at the main gain and the school is still pursuing upgrading all lighting both internally and externally.		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓		Previously open classroom areas – rooms 5-7 have had partition walls and doors fitted to reduce noise pollution.		
Is furniture and equipment selected, adjusted and located appropriately?	✓		Furniture and equipment are sourced following consultation with the Inclusions Manager and local education authority for individual SEN pupils.		
Is the equipment in the disabled toilet properly installed and accessible?	✓				

Appendix C Identifying Barriers to Access – Whole Community



Area requiring action	Suggested Action	Person responsible	Time Scale	Review
Are teachers, admin and support staff aware of the implications for them of the Equality Act?	Share updated policy with all staff	Headteacher and Inclusions Manager	Complete	Annual
Does the school provide information in simple language, symbols, large print, an audio tape or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information?	No, but can be provided as needed	Headteacher and Inclusions manager	As needed	As needed
Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities eg by reading aloud and explaining diagrams?	Steps will be taken as needed – all current info is printed according to RNIB recommended font size			
Does the school have facilities such as ICT to produce written information in different formats?	Yes, in place			Annual
Are staff familiar with technology and practices developed to assist people with disabilities?	Yes, in place	Headteacher		
Are pre-school home visits used effectively to plan ahead for pupils with disability?	Yes, in place	Headteacher	According to school start dates	Yes, in place
Do staff have access to training?	Yes, in place	Headteacher	On going	Annual
Do policies reflect the school's aims?	Yes, in place	Headteacher	On going	Annual