



## Accessibility Plan

Summer 2016

### Purpose

The purpose of this plan is to show how Elloughton Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff and visitors.

### What do we understand by “disability”?

The Disability Discrimination Act 1995 part 1 (DDA) defines a disability as: *“a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities”*.

This definition was amended and broadened under the 2005 Disability Amendment Act to include “People with cancer or surviving cancer” and “People with HIV and Multiple Sclerosis from the point of diagnosis”. For a mental impairment the need for it to be “clinically well recognised” has been removed.

As recommended by Disability Equality in Education (DEE) all pupils with Special Educational Needs (SEN) and those with long-term medical needs are treated as disabled for the purposes of the Act and for equality. This is in addition to all school users with long-term impairments, which have a significant impact on their day-to-day activities.

Under DDA Part 4 it is unlawful for schools to discriminate against disabled pupils. The Act requires schools:

- not to treat disabled pupils less favorably for a reason related to their disability.
- to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage (known as the “reasonable adjustments” duty)
- to draw up plans to show how, over time, they will increase access to education for disabled pupils. This is the Accessibility Plan.

The reasonable adjustments duty requires schools to think ahead, to **anticipate** the barriers that disabled pupils may face, and remove or minimise them **before** a disabled pupil is placed at a substantial disadvantage. Reasonable adjustments may need to be made in admissions, exclusions and “education and associated services”, a term that covers every aspect of the life of the school.



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Elloughton Primary School proposes to use a social model of disability as the basis for its work to improve equality for, and tackle discrimination against, disabled people. This model says that it is society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

### The General Duty - Aims

Under our general duty we will actively seek to:

- endeavour to remove any physical access barriers to ensure our school is as accessible as possible for pupils, staff and visitors with disabilities through the implementation of the Accessibility Plan.
- foster positive attitudes amongst the school community towards people with disabilities through provision of information and education.
- encourage the development and implementation of procedures to address the requirements of those in the school community with disabilities and to operate within the Disability Policy framework.
- provide teaching strategies, alternative assessments, and support assistance for pupils with disabilities in all aspects of academic and vocational programmes.
- advertise and promote the Disability Equality Scheme and Accessibility Plan.
- promote the provision of disability support to the school community, across all areas of learning and employment.
- ensure monitoring and evaluation is a continuous process carried out by all members of staff and across the whole school community.
- carry out a formal financial evaluation each year as part of the Accessibility Plan.

### Privacy

Should an individual disclose information about their own disability, the colleague or member of staff with the information will treat it with complete confidence and not impart it to anyone else, except with the individual's express permission.

Where it is felt there is a need for that information to be revealed to a third party, the reasons for this will be explained to the individual and the individual's permission obtained before proceeding. Even if the member of staff believes it would be in the individual's interest to reveal the



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information, it would be improper to do so if the pupil declines to give permission.

In exceptional circumstances, staff (following consultation with the Headteacher or Safeguarding Designated Leader) may need to reserve the right to breach confidentiality when there appears to be serious risk of harm to the individual or someone else (e.g. child protection issues). In such circumstances, the individual will be informed and consent will be sought, if at all possible.

### How we will meet the General Duty & Specific Duty

The production of this document provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty.

We involved people in developing the Scheme by:

- informing the school community, parents and school user groups of our plan
- inviting the views of disabled parents, grandparents and the parents of disabled pupils to make their views known
- inviting staff, volunteers and school user groups to make their views known
- including the DES, Accessibility Plan and DDA on the agendas for respective meetings of staff, leadership team and Governing Body
- parents being asked their views regarding the DES at least once during the lifetime of the Plan

### Developing a voice for disabled pupils, staff and parents/carers

The school will work towards improving communication with parents in respect of disabled pupils, and with disabled staff, through:

- having regard to the Local Authority's advice on parent partnership.
- having an 'open door policy'.
- disabled pupils being represented on the school council wherever possible.
- information for young carers being made available to staff and pupils as appropriate.
- new staff being invited to inform the school if they are disabled during the recruitment and induction procedures.
- disabled parents and pupils being encouraged to raise disability



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issues during SEND review meetings and parents' evenings.

### The Governing Body

The Governors regularly ensure that disability, access and equality issues are considered and addressed by appropriate agenda items and discussion at full Governing Body and committee meetings. Governing body discussions are accessible to all staff through teaching and non-teaching representatives, who are briefed on the plan.

There is a clear link between parents and the governing body, with active parent representatives. The democratic process elects governors within the framework of the equalities policy.

Public information and reports from the Governing Body are available to read. Access issues are regularly raised at the Governor's Leadership & Management Committee.

### Removing barriers to access learning

We plan to remove barriers to learning by making changes to the way we work and the way we present information. Whole school training for inclusion and access takes place as required. We have already started to do this by:

- having interactive whiteboards in all classrooms;
- providing carpeting and curtains/blinds to some rooms, or parts of rooms to improve acoustics;
- ensuring that staff and pupils are able to change readable font size on computer web-based resources; and by
- having guidance to staff on production of typed and photocopied information;
- increasingly making teaching materials available on computer;
- routinely encouraging pupils with writing difficulties to use computers or lap tops wherever appropriate and to save written material on computer.

Staff make reasonable adjustments to allow maximum possible access to disabled pupils. Where required, staff move rooms to allow better access for disabled pupils.



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The school takes steps to ensure that children with disabilities can participate in lunchtime activities, school plays or school trips, and all other aspects of school life. No pupil will be barred from an event or visit as direct result of a disability. (For instance staff have information regarding buses to hire which appropriate access and/or lift.)

The school's accessibility plan addresses physical access issues. The school has removed barriers by:

- having a ramp at the main entrance, providing wheelchair accessible entrance doors, and providing high visibility handrails;
- having an accessible toilet;
- having a drop-off point for disabled pupils and parking for disabled staff and visitors near the main entrance;
- providing access ramps to most entrances;
- disseminating information to staff; and by
- having a designated staff with responsibility for health and safety, including access issues.

The School Leadership Team and Inclusion Manager are actively involved in monitoring the inclusion, mentoring and support of disabled pupils. The achievement of pupils on the SEND register are monitored, including attainment at Key Stages. The school employs Teaching Assistants to work alongside class teachers to meet additional needs of pupils with disabilities.

We are working towards increased access to the curriculum. Staff are issued with detailed information regarding pupils with disabilities (who choose to disclose - see Privacy above) via the Medical and SEND registers. Guidelines in managing disabilities which involve SEND are also made available.

The Inclusion Manger is available for advice and consultation. Where necessary, arrangements are in place for all staff to access specialist teachers and the Local Authority's specialist staff.

Staff complete a support plan to indicate arrangements made to include all pupils in the classroom. This makes reference to the physical arrangement of the room, the use of teaching assistants, differentiation of materials and special equipment, and adjustments to teaching style and lesson delivery.

Staff are informed by the Headteacher of pupils with disabilities, and the potential impact on their work. For example, Catering staff are briefed concerning pupils with allergies, with physical disabilities which require support in the dining hall, and those who have Autistic Spectrum Disorder or Attention Deficit Disorder which may lead to misunderstandings etc.



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Access arrangements for internal and external assessments are put in place for all pupils who qualify. Staff monitor the social relationships of disabled pupils and refer problems to the School Leadership Team, or Inclusion Manager if the pupil is on the SEND register. All pupils are involved in a practical disability awareness raising.

### Disability in the Curriculum

We aim to ensure that the curriculum represents all aspects of society. Teaching materials will include images and content that informs children about ability and disability. Where appropriate the needs of disabled people will be discussed with children, in order to improve their understanding of their needs.

### Eliminating harassment and bullying

Discrimination, harassment and bullying of disabled individuals will be dealt with under the school's equality or behaviour policy. Circle time provides a vehicle for addressing inclusion issues such as discrimination, bullying etc


### School Facility Lettings

The school office is responsible for administration of FESA events and deals with access issues arising.

### Contractors and Procurement

Contractors are made aware of the needs of disabled pupils and health and safety issues arising from these by the Administrative Officer. The school will seek professional guidance on the procurement of specialist equipment and materials for pupils with disabilities.

### Adoption, Approval, Sign Off

Signed	
On behalf of	Headteacher
Date	Summer 2016



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**Document Control**

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