

001 Accessibility Plan

Responsibility: CE
Date: September 2019
Next Review: September 2021

Background and Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover children and young people in education settings. The 2005 amendment places further duties on schools to inform and promote disability equality through awareness raising and consultation with disabled pupils. In addition to its duties under SEN legislation, since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to publish and implement an accessibility strategy to increase access to school education for disabled pupils.

This strategy sets out our proposals to increase access to education for disabled pupils, in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

School Ethos, Vision and Values

We are committed to ensuring equality of education and opportunity for all students and staff. We aim to develop a culture of inclusion and diversity in which all members of our learning community participate fully in school life. Our admissions policy does not discriminate against disabled pupils. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We believe in positive intervention, removing barriers to learning and raising expectations of our students.

The Inclusion Context

Defining Disability

The school is committed to a view of disability that is often described as the 'social model'. This takes as its central premise the belief that an individual who has a physical, sensory or mental impairment can be more disabled or less disabled by the physical and social environment that is around them.

The Disability Discrimination Act 1995 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'.

According to the Disability Discrimination Act, an impairment is treated as something which affects a person's ability to carry out normal day-to day activities, only if 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 and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

We recognise the importance of involving disabled people fully in the development of our Disability Equality Scheme, and will encourage their views.

Disabled staff

We ask all staff to identify any barriers that affect them and how we can plan to overcome them. The information is recorded in the personnel records.

Our Action Plan

The school recognises its duty to promote disability equality and is committed as far as possible to the equal inclusion of all students in all areas of school life. This Accessibility Plan has been produced with a clear focus to:

- Increase access to a broad and balanced curriculum for pupils with a disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visit and the use of technologies.
- Improve access to the physical environment of the school.

Monitoring

This scheme will be assessed for impact in the following ways: -

- Analysis of achievement data
- Analysis of attendance
- Formal and informal consultation with stakeholders (staff, students, parents/carers)
- Annual formal review of students with EHCPs.
- Consultation with School Council