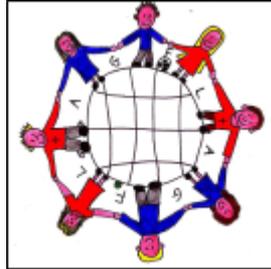


# FLAG



# Accessibility Plan

2018 – 2021

Date of policy: July 2018

Date of review: July 2021

Member of staff responsible: M Sterry (Head teacher)

This plan was formulated by the Head teacher and Governing body

This Plan is also available in the following formats: WORD File for email and can be made available in large print if required

## Mission Statement

As a Federation we believe that all learners have an equal right to an effective, appropriate and enjoyable education. Gulworthy and Lamerton are committed to ensuring that access to this right is facilitated by our curriculum provision, our learning climate and learning environment. The schools will seek to remove barriers to this in every area of the life of the school. Pupils should be provided with the opportunity to experience, understand and value diversity.

**NOTE: In our school context we cannot make provision for every eventuality. However we undertake to make improvements in access within the constraints of building and finance. In the event of pupils with disabilities being enrolled all reasonable provision will be explored and initiated.**

## The definition of disability is

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

## Introduction

The SEN and Disability Act 2001 and 2015 and extended the Equality Act 2010 to cover education. The **Equality Act 2010** sets out when someone is considered to be **disabled** and protected from **discrimination**. ... It says you're **disabled** if: you have a physical or mental impairment. that impairment has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.

**This plan sets out the proposals of the Governing Body of the school 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 school curriculum;**
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;**
- improving the availability of accessible information to disabled pupils.**

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

## The Disability Equality Duty

The duty requires schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;

- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

## Purpose and Direction of the Plan

This plan covers all three main strands of the planning duty:

1. *Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.*

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. *Increase the extent to which disabled pupils can participate in schools' curriculums.*

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

### *3. Improving the delivery of information to pupils with disabilities*

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

## Information about the school

### Nature of the school population:

Rural, dispersed catchment area. Mobility amongst the pupil population low. We are not anticipating the arrival of a disabled pupil in the next intakes. A small number of pupils presently attending the school have minor disabilities.

### Nature of the school itself:

The schools are of early Victorian construction on limited sized sites.

### School strengths and weaknesses:

Both schools have experience of working with pupils with sensory/auditory disability who participate fully in the life of the school. All areas of the curriculum can be participated in by disabled learners. We would facilitate the participation of learners in off-site activities in line with their needs.

### Profile of disabled pupils and staff and governors coming into the school:

Disabled pupils who have attended/are attending have had speech and language difficulties and some physical difficulties. We have no disabled staff or governors.

### Impact of disabled pupil arriving at the school:

The school is flexibly organised- no major changes would be required to provide access to the majority of the curriculum. Risk assessment procedures take into account the differing needs of learners. Documentation and resources for learners with severely impaired vision are currently not available.

## Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Behaviour Policy
- Admissions policy/criteria
- Strategic School improvement plan
- School Asset Management Plan
- Policy for school trips and excursions
- SEN policy
- Exclusions
- Recruitment and selection Policy

## Aims

FLAG aims to include all pupils, including those with disabilities, in the full life of the schools. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

## Monitoring

FLAG recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. (Essentials are in **bold** type)

We will monitor (select):

- Admissions**
- Attainment**
- Attendance**

- ❑ Punctuality
- ❑ Effects of pastoral strategies
- ❑ Rewards
- ❑ Sanctions
- ❑ **Exclusions**
- ❑ Response to teaching styles/subject
- ❑ SEN Register
- ❑ Setting/groups
- ❑ Effects of the Literacy & Numeracy lessons
- ❑ Extra-curricular activities
- ❑ Homework
- ❑ Number of pupils participating in summer schools including those for the very able and gifted
- ❑ **Selection & recruitment of staff**
- ❑ **Governing body representation**
- ❑ Parents attending consultation meetings
- ❑ Parents' involvement in the life of the school (representation on PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

## Employment duties

Part 2 of the DDA says that it is unlawful for employers to discriminate against disabled employees and disabled people who apply for a job. It is discrimination if an employer:

- treats a disabled employee or applicant less favourably than another on the ground of the disabled person's disability (direct discrimination). Direct discrimination cannot be justified;
- fails to take reasonable steps to avoid placing a disabled employee or applicant at a substantial disadvantage (the 'reasonable adjustments duty'). There is no justification for failing to make a reasonable adjustment;
- treats a disabled employee or applicant less favourably than another for a reason related to their disability and without justification ('disability-related discrimination').

The duties apply to:

- recruitment, selection and interview procedures;
- terms and conditions of employment;
- induction, opportunities for promotion and transfer, training, professional development and other benefits;
- termination of employment.

The duties apply to disabled employees and disabled people who apply for a job:

- teaching and non-teaching;
- full-time and part-time;
- permanent and temporary or casual staff;
- contract staff, for example contract cleaners and agency supply teachers.

The reasonable adjustments duty in Part 2 of the DDA includes:

- making changes to an employee's duties, working hours or place of work;
- the provision of auxiliary aids and services;
- physical alterations to buildings.

**When a disabled person considers that they have been discriminated against they should first seek to resolve the dispute within the workplace, wherever possible. A claim of discrimination is made by application to an employment tribunal.**

## Increasing Accessibility

### Strand A: Increasing the Extent to which disabled pupils can participate in the school curriculum.

Issues and challenges which develop subsequently will be dealt with by the HT/SENCO when the situation is appropriate

	Targets	Strategies	Timeframe	Goals Achieved
<b>Short term</b>	<ul style="list-style-type: none"> <li>To ensure that all <b>new</b> staff are fully aware of the obligation to provide an inclusive curriculum.</li> <li>To consult \ inform staff, governors, parent representatives and outside specialist agencies (e.g. O.T.s) about the school priorities for increasing access to the curriculum.</li> <li>To ensure that all members of the school community understand the Disability Discrimination Act in its application to schools</li> <li>Ensure TA deployment is flexible to allow for support where there is identified need</li> </ul>	<p><u>Whole</u> school training on the inclusive curriculum led by HT/SENCO with ongoing support &amp; awareness-raising. Discussion &amp; meetings. Leaflets &amp; information distributed.</p>	<p>By the end of Autumn Term 2018</p> <p><b>THIS WILL BE AN ANNUAL &amp; ONGOING PROCESS</b></p>	
	<p>POLICY- Consolidation of Policies and procedures New Written policies and guidance materials made available. Prioritised 'Rolling plan' of revision of whole school &amp; curriculum policies to include any expected disability issues Plan weekly time to discuss issues/pupils</p>	<p>Staff and Governor adoption of policy and approach Staff &amp; governor decisions on priority order &amp; creation of plan</p>	<p>By the end of Autumn Term 2018</p>	
<b>Medium term</b>	<p>PURCHASING/IMPROVEMENTS All to consider Accessibility issues &amp; seek cost effectiveness within long term plan.</p>	<p>Governors revisit this issue and confirm procedure for all future purchasing &amp; improvements</p>	<p>2018-19</p>	
<b>Long term</b>	<p>Monitor provision of all curriculum teaching for all. Investigate suitable new technologies and ICT options inc. differentiated key boards, audio visual technology, and individual tablet pads. Review of space and effectiveness for purpose TRAINING continued</p>		<p>2018-21</p>	
	<p>MAJOR REVIEW TRAINING continued</p>		<p>2018-21</p>	

**Increasing Accessibility:  
Strand B: Improving the Physical Environment of our school**

	Targets	Strategies	Timescale	Goals Achieved
Short term	Research colour contrast findings (to support visual impaired learners)	Research latest thinking	Spring 2019	
Medium term	PEDESTRIAN ACCESS – continued investigation and cooperation with Parish Council, Devon Highways etc to provide safer easier pedestrian access for all. Consider the need for widening of access gate onto site.	Discuss with Parish Council, Highways etc. Seek access to funding	By the end of Autumn term 2021	
Long term	DISABLED PARKING – designated space near within car park (when completed) LIGHTING – review car park lighting arrangements	Seek advice prior to commencing Seek access to funding consider capital strategy funding	2021	

Increasing Accessibility:

**Strand C: Improving the Delivery of Information to Disabled Pupils**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Goals Achieved</b>
<b>Short term</b>	<p>To ensure that all <b>new</b> members of the school community are aware of the need to identify pupils who need information provided in alternative formats.</p> <p>To consult \ inform parents, teachers and other agencies about the school priorities for increasing access to information for pupils with disabilities</p>	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Identifying current pupils and their needs in order to set future targets</li> </ul> <ul style="list-style-type: none"> <li>• Observations</li> </ul>	End of Autumn term 2018	
<b>Medium term</b>	<p>Make information available in Braille, large print, simplified language, through sign language or by using a symbol system according to a pupils needs</p> <p>Looking at other ICT resources that maybe appropriate for pupils with disabilities</p>	<p>Staff training</p> <p>Specialist speakers</p> <p>Liase &amp; visits to other schools</p>	End of Summer term 2020	
<b>Long term</b>	<p>Increasing availability of audio information</p> <p>Evaluation of teaching strategies</p> <p>Continue increase access of information for parents and monitor effectiveness</p>	<p>Liaise with other agencies with audio information</p> <p>Classroom observation</p> <p>Devise ways of making information to all parents more accessible</p>	2021	