

## **Seghill First School**

### **Accessibility Plan June 2016 – June 2019**

From 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, including the **Disability Discrimination Act (DDA)**. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”.

Our Accessibility plan seeks to address the statutory requirements of the **Equality Act 2010** and to further the aims of the school’s mission statement; ‘to respect, fulfill and empower people through education’.

At Seghill First School we believe that everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone’s uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children’s confidence and self-esteem. We know that safe and happy children achieve.

This plan sets out the proposals of the governing body to increase access to education for disabled pupils in three areas:

- To increase the extent to which disabled pupils can participate in the curriculum;
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

#### **Duties and definitions**

The Equality Act’s fundamental definition of a disabled person is someone who has ‘a physical or mental impairment which has a substantial and long-term negative effect on his or her ability to carry out normal day-to-day activities.’

1. Disability discrimination duties state that it is unlawful for schools to discriminate against disabled pupils. We would discriminate if we treated a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification, or if we failed, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the ‘reasonable adjustments’ duty.
2. Planning duties require Local Authorities and schools to develop accessibility strategies and plans to improve access to school education for disabled pupils. The strategies and plans we adopt will show how, over time, access to local schools will be increased by increasing access to the curriculum for disabled pupils, making improvements to the physical environment of the school to increase access to education and associated services and making written information accessible in a

range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

3. Special Educational Needs and Disability duties. The definition of SEND includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally. The SEND duties provide support for children identified as having SEND.

### **Making reasonable adjustments for disabled pupils**

Reasonable adjustments meet statutory requirements when they:

- act to prevent disabled pupils being placed at a substantial disadvantage;
- are aimed at all disabled pupils;
- are anticipatory;
- enable pupils to participate in education and associated services.

When deciding if a reasonable adjustment is necessary to avoid placing disabled pupils at a substantial disadvantage, we will consider the potential impact on disabled pupils in terms of:

- time and effort;
- inconvenience;
- indignity or discomfort;
- loss of opportunity;
- diminished progress.

We will also consider the impact on the majority of the children and reasonable adjustments will not be to the detriment of this majority.

<b>Version control</b>	
<b>Policy reviewed</b>	June 2016
<b>Next review date</b>	June 2019

<b>Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.</b>					
<b>Target</b>	<b>Action</b>	<b>Success criteria</b>	<b>Timescale</b>	<b>Responsibility &amp; monitoring</b>	<b>Cost</b>
Access translation service for specific families as needed	Develop core principles of need, establish process of translation	Principles and procedures clear to all staff and available to parents as needed	As and when required	Head and Leadership Team. Report to Governors	Will vary with each case
Access EAL service to support families in need	Work with EAL division at NCC to gain support when needed	Support for pupils in place at early stage	As and when required	Head and Leadership Team. Report to Governors	Will vary with each case
Review admissions process to ensure carers access needs are catered for	Include question in confidential pupil data collection sheet about parent's and carer's access needs	Carers needs established on pupil entry to school	Ongoing	Head and Leadership Team. Report to Governors	Nil
School is aware of access needs of disabled children	Create access plans for individual disabled children as part of IEP process when necessary	Pupil needs established on entry to school	Ongoing	Head and Leadership Team. Report to Governors	Nil
All parents and pupils access and contribute to procurement of SEND provision	Review SEN process to ensure all parents and pupils have equal access to process	All parents and pupils able to contribute effectively to SEND process	Ongoing	Head and Leadership Team. Report to Governors	Nil

<b>Increase the extent to which disabled pupils can participate in the school curriculum (including extra curricular activities)</b>					
<b>Target</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Responsibility &amp; monitoring</b>	<b>Cost</b>
Develop use of ICT to support all pupil needs	Ensure ICT equipment, hardware and software are fit for purpose of supporting all pupils' needs	All pupils can access curriculum using appropriate ICT.	Ongoing in line with availability of funding and changes in technology	ICT co-ordinator to report to Head/Govs	To be evaluated
Establish resources, expertise and a range of support networks for staff	Audit SEN information and resources in school and NCC	Staff informed of available support.	Ongoing	Head/Govs Head to monitor	Nil
Ensure equal access to educational visits	Review Educational visits policy	SENCO to monitor the programme of Educational Visits to check that they are inclusive in policy and practice for all pupils, including residential visit.	Ongoing as per each visit	Head/Govs Head to monitor	Nil
Eliminate barriers to learning and participation caused by environmental factors	Staff carry out daily checks to in classrooms, communal and outdoor areas and report concerns.	Barriers to learning and participation are removed.	Complete, ongoing	Head to monitor termly, feedback to staff	Nil

<b>Improve and maintain access to all parts of the school</b>					
<b>Target</b>	<b>Action</b>	<b>Success criteria</b>	<b>Timescale</b>	<b>Responsibility &amp; monitoring</b>	<b>Cost</b>
Improve access and exit to each classroom.	Liaise with NCC to plan and monitor building project.	Classrooms have their own external doors. Ramps are in place if required.	January 2017 to April 2017 estimated	Head. Report to Governors	To be decided following tender process. NCC to lead.
Improve safety for all children, parents and visitors.	Remove branches and moss on all external paths.	External paths provide safe access to the building for all.	Ongoing annually	Caretaker. Head.	£100 per year to hire pressure washer.
Improve access to EYFS classrooms.	Widen door frames. Install ramps.	Classrooms are accessible by all, including wheel chair users and parents with buggies.	January 2017 to April 2017 estimated	Head. Report to Governors	To be decided following tender process. NCC to lead.