



# Disability, Equality Scheme and Accessibility Plan

## Balfour Primary School

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## Accessibility Plan

### Introduction

We are committed to giving all our children every opportunity to achieve the highest of standards. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We do this by taking account of people's varied life experiences and needs. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Balfour Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those that learn, teach and visit here.

Our school has a duty to protect all from discrimination. We have two key duties:

- **We will not treat disabled people less favourably.**
- **We will make reasonable adjustments for disabled staff and students.**

### Definition

The Disability Discrimination Act 2006 states that 'A person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities'. (Appendix 1) It is generally accepted that 'long term' means more than a year.

### Removing barriers

The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged. Our accessibility plan covers the measures we are taking to improve our school.

The three main areas which must be considered in depth are:

#### 1) Information

Improving the delivery of written information to disabled pupils, staff, parents and other visitors to the school. Information normally provided in writing (lesson content, library resources, texts and information about school events) will be made available in alternative formats that are clear and user-friendly, such as audio tape, large print, or it may be transmitted orally, or through sign-language or similar recognised symbol systems or ICT. We aim to always take account of disabilities, be they pupils or parents. For example, communication with a parent who is visually impaired may need to be by telephone rather than letter.

#### 2) Physical environment

Improving access to the physical environment of the school, we will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of available resources. Where necessary we will try to improve the following:

- Changes to signs, acoustics, floor coverings, colour contrast or lighting
- Improvements or adaptations to toilets, washing and changing facilities



- Adaptations to playground areas or other common areas
- Development of ramps to improve access to buildings and the provision of particular furniture and equipment to improve access.

### **Hiring Transport**

School staff will need to be aware of section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

### **3) Curriculum**

Improving access to the curriculum for disabled students we use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

We aim to promote positive images of people with disabilities through careful purchasing of appropriate resources.

The school regularly reviews the way resources are matched to the needs of all children; if necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training. The school will explicitly aim to ensure that the content of resources will not view disability in a demeaning or belittling manner.

Many of the adjustments we make are dependent upon individual needs and we are moving towards more individualised approaches such as Provision Mapping and making use of advice and assistance from outside agencies such as LLSS, SALT, ASCSS.

We seek and respond to guidance from parents and children.

### **Election of parent governors**

The election of parent governors is covered by DDA 2005, and governors will need to ensure that the procedure for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate.

### **Key Factors to success**

- strong leadership by senior management and governors
- effective staff training and development
- the use of expertise from outside the school
- greater awareness of including disability in resourcing arrangements
- a sensitive approach to meeting the impairment of specific needs of pupils
- regular critical review and evaluation at Balfour Primary School every 3years



- the availability of role models and positive images of disability

## Roles and responsibilities

The Governing Body is responsible for the school's duty not to discriminate.

The Headteacher will ensure that all members of staff jointly are responsible for ensuring that we meet our obligation not to discriminate. All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

## Monitoring

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible and that no groups of pupils are underachieving.

We monitor:

- admissions
- attainment
- exclusions
- rewards and sanctions
- parental and pupils questionnaires

Evaluations based on this data are then reported to the governing body and an action plan will be drawn up as necessary.

Review

This policy will be reviewed at any time as necessary, or at least every 3 years.

Date of next review: January 2020

Headteacher..... Date.....

INCO..... Date.....

Chair of Governors..... Date.....



## Appendix 1 - Defining Disability

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as disabled. The DDA 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.”

The definition covers a much larger group of children than most people think. A report from the Cabinet Office (2005) “Improving the Life Chances of Disabled People” draws on estimates that suggest that about 772,000 children in the UK are disabled, equivalent to 7% of all children.

### Definition of terms

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

### Mental and Physical Impairments

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 likely to amount to a disability, but only if the effect on the pupil’s ability to carry out normal day-to-day activities is substantial and long-term as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil’s ability to carry out normal day-to-day activities.

### Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one 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.

### Special Educational Needs and Disability

Though the definition of disability comes from the DDA and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes many, but not necessarily all, disabled children; a disabled child has special educational needs if they have a disability and needed special



educational provision to be made for them in order to access the education which is available locally.

**Is a child disabled?**

1) Does the child have a difficulty with any of the following 'normal day-to-day activities'?

- Mobility: getting to/from school, moving about the school and/or going on school visits?
- Manual Dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?
- Physical co-ordination: washing or dressing, taking part in games and PE?
- Ability to lift, carry or otherwise move everyday objects: carrying a full school bag or other fairly heavy items?
- Continence: going to the toilet or controlling the need to go to the toilet?
- Speech: communicating with others or understanding what others are saying; how they express themselves orally or in writing?
- Hearing: hearing what people say in person or on video, DVD, radio or tape recording?
- Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including any visual presentations in the classroom?
- Memory or ability to concentrate, learn or understand: work in school including reading, writing, number work or understanding information?
- Perception of the risk of physical danger: inability to recognise danger e.g. When jumping from height, touching hot objects or crossing roads?

2) Is the child's difficulty caused by an underlying impairment or condition?

3) Has the child's impairment or condition lasted, or is it likely to last, a year or more?

4) Is the effect of the child's impairment or condition 'more than minor or trivial'?

If you have answered 'yes' to questions 1 to 4, then the child is probably disabled under the Disability Discrimination Act. If the child receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.