



GERMOE CP SCHOOL

Equality Act/Accessibility Plan

Context

From 1st October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in education and other areas of life.

The Equality Act also provides rights to ensure that people are not directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

Employers and building owners/managers have a duty to ensure that disabled people are not disadvantaged by a physical feature, practices or policies of any establishment.

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by Germoe.

The Accessibility Plan will be monitored through the Governing Body and may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

The Plan should be read in conjunction with other relevant documents:

- Germoe School Special Educational Needs and Disabilities (SEND) Policy
- School Development Plan
- Equal Opportunities and Anti-Discrimination Policy
- Health and Safety Policy
- Risk Assessments for Covid-19, which may result in some adjustment, due to restrictions within Government and Local Authority guidance

Definition of Disability (in relation to the Equality Act 2010)

In the Act, a person has a disability if:

- They have a physical or mental impairment

- The impairment has a substantial and long-term adverse effect on their ability to perform normal, day to day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day to day activities' includes things like eating, washing, walking etc

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Access/Disability Equality Plan for Germoe C P School

This plan considers current arrangements and facilities in place for pupils with Access needs, and covers the school's ongoing commitment to ensuring pupils have ease of access to the school premises, learning and recreational facilities. The plan will set out a clear message of how and where access will be improved.

The plan has considered information given in the Local Authority Audit (2002) and Building Control Audit (2013). The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the future.

The Accessibility Plan is structured to complement and support the school's Equal Opportunities and Anti-Discrimination Policy, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Germoe School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This access plan is focussed on short, medium and long-term targets which will be reported to governors annually, based upon the following vision for all:

- Provide a warm, friendly, caring, family orientated environment
- Children learn how to be good learners, have self-confidence, independence and self-belief
- Assist children to reach their full potential, academically, physically, socially, spiritually and morally within our nurturing school
- Ensure a stimulating, cohesive curriculum where children's interests are followed, and success experienced through differentiation and individualisation for the children's different needs, abilities and skills.
- Helping the children develop morally, having a sense of rights and responsibilities
- By giving children a voice – in class, and for children with SEN, through a graduated approach to their learning

In the long-term the intention is to ensure that the school is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. To this end we will

focus on all access strategies which will aim to overcome some of the barriers to learning or participation experienced by disabled people served by or serving the school.

Should any prospective child or member of staff be in need of premises adaptation the governors will inform the LA immediately.

The attached grid outlines the initial short, medium and long-term targets which are designed to assist us towards our stated objective.

	Targets	Strategies	Timescale	Outcomes
Short Term	<p>Review of Policies alongside this one:</p> <p>Update Local Offer</p> <p>Germoe School SEND Policy</p> <p>SEND Information Report 2020</p> <p>Germoe SEN Policy</p> <p>Germoe Pupil Premium Policy</p>	<p>Prepare statutory paperwork for publication and Governor Meeting for Autumn 2020</p>	<p>July 2020</p>	<p>Paperwork prepared for Governing Body for Autumn 2020</p> <p>Relevant paperwork uploaded to school websites and Local Offer to County site</p>
Medium Term	<p>Learning environments risk assessed for Covid-19</p> <p>Learning environments arranged to permit access safely</p> <p>Disability access audit</p>	<p>Govt. guidance LA guidance SLT/Govs</p> <p>Classrooms and learning spaces to be cleared</p> <p>Year group 'bubbles'</p> <p>Learning spaces to be organised for well-being of all – so children can access via zones of trust, work space that works for them, and addresses physical and/or sensory need</p>	<p>RA Summer 2020</p> <p>Preparation work Summer 2020</p> <p>Autumn 2020</p> <p>Autumn 2020</p>	<p>Physically distanced learning spaces to minimise impact of Covid-19 virus, classroom and learning space plans to meet current requirements for access and additional plans</p> <p>Areas of all classes developed for diverse learning needs</p>
Long Term	<p>Ramps into main building</p>	<p>As required</p>		

Reviewed: July 2020

Paula Blackburn, Headteacher

Date

Russ Monhemius, Chair of Governor

Date