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| <b>School Policy for:</b>              | Accessibility Plan 2018-2021                       |                          |                                      |
| <b>Date:</b>                           | July 2018  |                          |                                      |
| <b>Policy Lead(s):</b>                 | David Phillips                                     |                          |                                      |
| <b>Approved by (X):</b>                | <i>Full Governing Body</i>                         | <input type="checkbox"/> | <i>Business Management Committee</i> |
|  | <i>Pay Committee</i>                               | <input type="checkbox"/> | <i>Pupil and Resources Committee</i> |
|  | <i>Curriculum and Students' Progress Committee</i> |                          | <input type="checkbox"/>             |
| <b>Approval signature and/or date:</b> | 7/2018<br>Chair of Governors                       | <i>Michael Walsh</i>     |                                      |
| <b>Next review date:</b>               | July 2021  |                          |                                      |



**CHILWELL  
SCHOOL**

## **ACCESSIBILITY PLAN 2018-2021**

## Legal Framework

The Equality Act came into force in October 2010, providing a modern, single legal framework with clear, streamlined law to tackle disadvantage and discrimination more effectively.

It is discrimination to treat a disabled person unfavourably because of something connected with their disability. This type of discrimination is unlawful where the employer knows, or could reasonably be expected to know, that the person has a disability.

## Definition of a disability

Under the Equality Act 2010, the definition of a disability is a physical or mental impairment that has a substantial and long-term negative effect on someone's ability to do normal daily activities.

- Substantial is more than minor or trivial. For example, it takes much longer than it usually would to complete a daily task like getting dressed.
- Long-term means 12 months or more. For example, a breathing condition that develops as a result of a lung infection.

There are special rules about recurring or fluctuating conditions, for example arthritis (see link below).

## Reasonable adjustments

Equality law recognises that bringing about equality for disabled people may mean making adjustments, the removal of physical barriers and/or providing extra support for a disabled worker/student. This is the duty to make reasonable adjustments.

The aim of the duty is to make sure that, as far as is reasonable, a disabled worker/student has the same access to everything that is involved in doing and keeping a job or following a path of study as a non-disabled person.

The Governing Body of Chilwell School is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

**This duty requires schools** to produce an **Accessibility Plan** that identifies the action the schools intends to take over a three year period to increase access for those with a disability in three key areas, is published and evaluated annually. The three areas include:

- 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 delivery to disabled pupils **of information which is provided in writing** for pupils who are not disabled.

In addition, the **Disability Equality Duty (2006)** requires all schools to:

- Eliminate **discrimination** that is unlawful under the DDA.
- Eliminate **harassment** of those with a disability.
- Promote **positive attitudes** towards disabled persons.
- Encourage **participation** by disabled individuals.

- Take steps to take account of disabilities even if this involves treating disabled persons **more favourably**.

### **This duty requires schools to**

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Publish the DES/Action Plan.
- Demonstrate they have taken action identified to achieve outcomes.
- Report on progress, review and revise the DES annually

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. At all times the School will also be equally aware of the needs of disabled staff, parents and visitors.

### **Key Objectives**

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.
- To provide a caring and friendly environment.
- To provide resources to cater for the needs of the individual students.
- To promote an understanding of disabilities throughout the school and an awareness of the needs of students with a disability.

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### **Principles**

- Compliance with the DDA is consistent with the school's aims, equal opportunities policy, and the operation of the school's SEN policy;
  - The School recognises its duty under the DDA (as amended by the SENDA):
    - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
    - not to treat disabled pupils less favourably
    - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
    - to publish an Accessibility Plan.
  - In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
  - The School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
  - The School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
    - setting suitable learning challenges
    - responding to pupils' diverse learning needs
    - overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- All staff will be able to meet more fully the needs of disabled students with regards to accessing the curriculum.

### **Activity**

#### **a) Education & related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

Within the curriculum, the School aims to provide a full access to all elements. Specifically, in all areas of Information & Communication Technology, the School will have consideration in planning facilities for

- Wheelchair access
- Screen reader software
- Screen magnifier software for the visually impaired
- Features such as sticky keys and filter keys to aid disabled users in using a keyboard
- Screen Magnifier Software.

To develop communication skills in students, enabling them to express thoughts and opinions successfully through speech, writing and sign language as appropriate.

To give advice and support in curriculum subjects as appropriate, to enable disabled students to participate successfully in lessons within the mainstream school. To ensure that the needs of all disabled students and staff are represented within the school.

To create positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people.

### **b) Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### **c) Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested etc.

### **Action Plan**

The Plan will be monitored through the People & Resources Committee of the Governors. The plan is of necessity organic and will need adaptation and additions on a regular basis.

Additionally, the School will always endeavour to:

- Improve availability of written material in alternative forms
- Improve working environment for pupils with visual impairment by incorporating appropriate colour schemes when refurbishing and install blinds on south-facing windows

### **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

School Single Plan

Site Development Plan

Equal Opportunities policies

Curriculum Policies

Health & Safety Policy

Special Educational Needs Policy

Behaviour Policy

Asset Management Plan

School Prospectus and Mission Statement

Teaching and Learning

