

# Disability Equality & Accessibility Policy & Plan

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By: Committee  
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## **POLICY**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has 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."

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This duty requires schools to produce an Accessibility Plan that identifies the action the school 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 Disability Equality 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.

## 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 or 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.

# PLAN

## **INTRODUCTION**

The Special Educational Needs and Disability Act 2001 requires schools to produce Accessibility Plans every three years. This duty has been replicated in the Equality Act 2010. This Accessibility Plan applies to the whole school for the period September 2017 to September 2020.

The Governing Body continues to focus on its three key duties towards disabled pupils:

- not to treat disabled pupils less favourably because of something arising in consequence of their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

This Plan sets out the strategies of the Governing Body of Buile Hill Academy to:

- increase the extent to which disabled pupils can participate in the School curriculum
- improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This Plan will also consider ways to assist pupils with special education needs who would not be classified as disabled under the Equality Act. For such pupils the School has a responsibility to meet their special needs and, for those classified as disabled, a duty to prevent discrimination against them in their access to education. Buile Hill Academy regards such responsibilities as equally important, and is therefore committed to a whole school approach aimed at inclusion.

## **THE PURPOSE OF THE PLAN**

The School's ethos is built around the complementary concepts of personal challenge and personal care, and each individual is offered the support, encouragement and monitoring they need to achieve this. Buile Hill is committed to, and striving for, equal opportunities and inclusion for all. This Plan is just one way in which the School will work continuously to achieve this.

## **PUTTING THE PLAN INTO PRACTICE**

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The following information therefore provides:

- a statement of current provision for accessibility
- a plan of actions and goals to achieve enhanced accessibility

- how the Plan will be implemented
- how the Plan will be evaluated.

## **STATEMENT OF EXISTING PROVISION AND RECENT DEVELOPMENTS**

1. Increasing the extent to which disabled pupils and pupils with SEN can participate in the School curriculum:

- Appointment of learning support assistants to support our disabled students throughout the day
- Close liaison between personal carers, students, parents and teachers
- Risk assessments arranged prior to all school outings and residential.
- Appointment of staff member with responsibility for SEND
- Curriculum differentiated by task and outcome.
- Staff understanding of the importance of differentiating in terms of teaching style
- Liaison with external agencies e.g. educational psychologists; health officers and therapists.
- Individual Support Plans in place for identified students.
- Special access arrangements made for GCSE exams.
- Pastoral care available.
- Whole school INSET on SEND and making adequate provision in school for SEND students.
- Screening and diagnostic assessment where necessary for SEN.
- Small group interventions provided for students with SEN.
- Specialist equipment provided for students with specific difficulties, i.e. coloured overlays for students with Visual Stress.

2. Improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services:

- Wheelchair access to main and pupil reception – level surface
- Audible fire alarm.
- 6 disabled parking space at main reception.
- 2 Lifts in the school building.
- 6 Disabled toilets.
- Building that is fully compliant with Building Regulations.
- Evacuation chairs for disabled persons.
- A hoist in the medical room for disabled persons
- Tables in various classrooms that can be adjusted for wheelchairs
- Medical room with an adjustable bed.

3. Improving the delivery to disabled pupils and pupils with SEN of information which is readily accessible to pupils who are not disabled or have SEN:

- Use of ICT to enhance documents.
- Use of pupil's own enhancement equipment.
- Modified exam papers if needed; i.e. exam papers offered in larger script and/or on coloured paper if required.
- Where there are hearing difficulties, consultation with the Hearing Impairment Team at the Salford Learning Support Service with regard to the use of listening devices and microphones for teachers/pupils.
- School responds to requirements for external exams as detailed in reports for individuals.

**ACTION PLAN**

The Plan will be monitored through the Committee of Governors. The plan will need adaptation and additions on a regular basis.

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

Equal Opportunities policies

Curriculum Policies

Health & Safety Policy

Special Educational Needs Policy

Behaviour Policy

School Prospectus and Mission Statement

<b>School Accessibility Action Plan</b>			
<b>Strategy</b>	<b>Impact / Success Criteria</b>	<b>Time Frame</b>	<b>Evaluation</b>

To ensure that all areas of the school is accessible to disabled pupils	School to work alongside MITIE and business manager to ensure school areas regularly checked and issues immediately reported.	Disabled pupils continue to access the building	ongoing	Physical accessibility of school maintained
To ensure that all areas of the school is accessible to disabled pupils	Evacuation chairs have been purchased but they need to be fitted in school.	Disabled pupils will be able to evacuate the school building safely in the event of a fire	TBC	Physical accessibility of the school building increased
To ensure that all areas of the school is accessible to disabled pupils	Dropped curbs on the service road (for fire evacuations)	Disabled pupils will be able to vacate the school building during a fire/fire drill. In addition, evacuation options would increase.	TBC	Physical accessibility of the school building increased
The curriculum is appropriately differentiated	Review the training of support and teaching staff. Training for staff who have not accessed previous training	Teachers are more able to fully meet the requirements of pupils' needs with regards to accessing the curriculum	Ongoing	Increased access to the national curriculum



<p>Availability of alternative methods for recording work, especially in exams.</p>	<p>Provide laptops in more lessons and exams.</p>	<p>Pupils can access the curriculum and exams more effectively; resulting in greater pupil progress.</p>	<p>Ongoing – The exam’s officer created a policy for using a word processor in the exams and some pupils used a word processor for the first time in the GCSE exams in May/June 2017. This needs to be rolled out to mock exams and internal exams so all exams are accessible for all pupils.</p>	<p>The exams, and the curriculum, are more accessible for pupils</p>
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