



ACCESSIBILITY PLAN

Chacombe CEVA Primary Academy

Curriculum, Communications and Physical Environment

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Summary of the Accessibility Plan

In line with the Equality Act 2010, the School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life, as are the able-bodied pupils.
- Improve the delivery of written **information** to pupils, staff, parents and visitors with disabilities, including handouts, timetables, textbooks and information about the school and school events.

The School has completed a development plan within this report, which is relevant to the areas above.

Other Policies are also relevant to the compliance of the Equality Act 2010, such as the School's SEN Policy.

Introduction

The Equality Act 2010 consolidates previous equality legislation such as; Sex Discrimination Acts 1975 and 1986, Employment Equality (Age) Regulations 2006, Race Relations Act 1976, Disability Discrimination Act 1995.

It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition

Failure to make a reasonable adjustment cannot be justified. The fact that it must be 'reasonable' provides the necessary test.

Direct discrimination against a disabled person cannot be justified.

From September 2012 schools are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEN.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but the school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

Definition

Equality Act 2010: a person has a disability if:

They have a physical or mental impairment and 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' include everyday things like eating, washing, walking and going shopping

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

Progressive conditions are 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 will automatically be deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as:

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- 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

Reasonable Adjustments

The school has a duty to make reasonable adjustments for disabled pupils:

- When something the school does places a disabled pupil at a substantial disadvantage to other pupils, the school must take reasonable steps to avoid that disadvantage;
- The school will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment is not justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. The school will not be expected to make adjustments that are not reasonable.

It will be for the school to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEN route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing special educational needs

statement provisions, under which Local Authorities have to provide provision and services where a statement details that provision. When a disabled pupil does not have a statement of SEN (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation the school is not under a duty to make alterations to the physical environment, although it should be included as part of the Accessibility planning.

Aims of the Accessibility Plan

Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils.

There is a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines the schools intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, the school intends to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. In the next section is a set of action plans showing how the school will address the priorities identified in the plan

Compliance with the disability duty under the Equality Act is consistent with the school's aims of the accessibility plan and and the operation of the School's Special Educational Needs (SEN) Policy.

The School has adopted this accessibility plan in line with the Schools Special Educational Needs policy with the aim that the school is socially and academically inclusive. All pupils have access to the full curriculum and are appropriately challenged. The school outlines provision in place to support pupils with special educational needs and disabilities (SEND). The school publishes the equality information and objectives to ensure equal opportunities for all pupils. Increased access to information, physical access and the curriculum are particular to pupils with SEND. This accessibility plan provides the outline of how the school will manage the SEND provision.

It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period. The School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

Date of Inspection

Date	<ul style="list-style-type: none"> 8th January 2014
Auditors	<ul style="list-style-type: none"> Ruth O'Donnell / Tony Kidd

Improving Physical Access

Target	Activity	Timescale	Cost
Improve access to the school hall from playground	Create ramps and wheelchair access from the hall to playground to facilitate movement and remove change in level through the introduction of a deck.	By end of academic year 2013/2014	£14000
Improve visual definition of steps throughout the school	Use paints to define stair and step edges outside the school office and internal steps (recommend yellow)	By end of academic year 2013/2014	£300
Initiate paint schemes to assist the visually impaired	As redecorating takes place specify contrasting colour schemes to differentiate between doors and frames	Commencing 2014/15	
Plan classroom storage to facilitate access to resources by pupils	Ensure that materials are at an accessible height for all users.	By end of academic year 2014/15	Part of planned refurb
Prospective pupils and pupils in attendance.	Assessments of individual's needs to ensure practical measure's have been considered in consultation with the Pupil and parents/carers, including disabled parking.	When a change of circumstances occurs	Assess individual requirements

Improving Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Immediate	Access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	On-going from Summer term 2014	Safer, inclusive classrooms.
Prospective pupils and pupils in attendance	Prospective pupils and pupils in attendance	Assessments of individual's needs to ensure practical measures have been considered in consultation with the Pupil and parents/carers.	When a change of circumstances occurs	Assess individual requirements

Improving Communications

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats, including brochures, school newsletters.	To sign post school community to the availability of school documents in varying formats. Sign in the foyer.	The school will be able to provide written information in different formats when required for individual purposes.	By end of academic year 2014-2015	Delivery of school Information to parents and the local community improved

Raise the awareness of staff of the importance of good communications systems.	Work with parents to find ways to improve communication of SEN and Disability issues.	Awareness of target group raised	By end of academic year 2014-2015	School is more effective in meeting the needs of pupils, parents and staff
Prospective pupils and pupils in attendance	Prospective pupils and pupils in attendance	Assessments of individual's needs to ensure practical measures have been considered in consultation with the Pupil and parents/carers.	When a change of circumstances occurs	Assess individual requirements