



DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN

Written by	Reviewed by	Ratified by	Ratified on	To be reviewed	Status
Barbara Kilgallen	Lauren Leech	Chair of Governors	February 2023	March 2027	School

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in “Accessing School: Planning to increase access to schools for disabled pupils” issued by the DFES in July 2002.

We believe disability is:

‘A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.’ (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils, which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school’s disability equality scheme, as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment, which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative

attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In response to the Access Audit undertaken by the Local Authority, we have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aim

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Equal Opportunities Committee;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the Disability Discrimination Act (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty respect the child's and parents right to confidentiality;

- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- the responsibility endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupil's diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher (delegated to SBM)

The Headteacher will:

- work closely with the governors and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- devise a new Equality plan every three years;
- oversee the implementation of the Policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- monitor the effectiveness of this policy;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy;
- undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be taken into account;
- identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers;
- annually review this policy and the Disability Accessibility Plan.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the SLT or Governing Body.

Signed on behalf of the Governing Body	
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