# Accessibility Policy and Plan

## 2021 - 2024

| This policy was agreed by FGB | |
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**INTRODUCTION**

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. Impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- 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 or understand
- Perception of risk of physical danger

A child's ability to memorize, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

**Health and Safety**

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

**Charging Arrangements for Making Reasonable Adjustments**

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

**ACTION 1: Improve access to the school site for all**

| Target | Action needed | Outcomes | Timeframe |
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| Ensure there is accessible parking for all, including those with a disability | Clearly marked Disabled space available at the front of the building. | Disabled parking is demarcated and visitors to the site are able to access the site easily | Ongoing |
| Level egress is available out of the school hall | As a part of the New Fire Alarm system large and more accessible entrance will be created out of hall | New access, ramp and fire door entrance. | Completed |
| Main door to be automated in order to improve access for all | Automatic closures to be installed (push pad BS 7036-1) | Increased accessibility for a range of users | Ongoing |
| Improve provision for people with dexterity impairments | To fix lever style taps in identified toilets and other areas | New levers/grad rails to aid people with limited dexterity/disability | Completed |
| | Grab rails need to comply with BS8300 in disabled toilets | | Completed |
| To minimise any potential tripping hazard on school site | When refurbishing, install recessed mats as opposed to loose ones. | Potential tripping hazards to be minimised through the removal of loose mats | Ongoing |
| To plan installation of sensor lighting in main areas of school. | As part of the new fire alarm and emergency lighting up grade | School to become more energy efficient and be accessible for all. | Completed |

**ACTION 2: Increasing the extent to which disabled pupils can participate fully in the curriculum**

| Target | Action needed | Outcomes | Timeframe |
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| Ensure the curriculum is fully accessible to all pupils | Promote awareness of disability issues through assembly and PSHE | Pupils to become more aware of issues around disability | Ongoing |
| | Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum | Disabled pupils have access to equipment appropriate to their needs. | Ongoing |
| | Use of visual timetables | Visual timetables designed for use for identified pupils | Ongoing |
| Disabled pupils supported at play times if appropriate | Assign a designated TA to any pupil needing 1:1 support at play times. | Disabled pupils feel safe and are supported with social interaction. | Ongoing |
| Risk Assessments enable children with disabilities to have full access as far as possible | External advice sought as necessary including from OT Service to audit classrooms | Children with disabilities access school, trips etc | Ongoing |
| School to be aware of services available for visually and hearing impaired children, and children with Downs' Syndrome and other disabilities. | Access training to meet the needs of individual pupils when and where appropriate. | School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development. | Ongoing |
| | Consult specialists are required | School staff well informed to meet the needs of all pupils | Ongoing |
| If appropriate explore Braille, audio CD & Loop system for VI and HI members of the school community. | Specific needs of new pupils with a disability are identified and planned for. | Needs of individual children are met and enable increased access to education | Ongoing |