

**Brighter Futures Academy Trust
Siddal Primary**

DDA – Accessibility Plan Policy
This policy is available in larger print upon request



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
C.Howarth	November 2015	December 2017
C Howarth	December 2017	December 2019

DDA - Accessibility Plan 2017-2019

Introduction

The SEN and Disability Act 2001 extended the Disability Act 1995 (DDA) to cover education. The board of Governors at Brighter Futures Academy Trust recognises the following duties that this places upon them;

- 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 make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons
- To welcome the views of disabled stakeholders to help improve the provision in our school

This plan sets out the proposals of the Governing Body of Siddal Primary School to increase access to education for disabled pupils in the areas required by the planning duties in the DDA:

- 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.
- To ensure all school policies, plans and procedures are reviewed as part of a 3 year programme and amended if necessary and reported on annually.

The plan must be renewed every three years. The current time frame is 2017-2019.

Schools are required to resource, implement and review their Accessibility Plan as necessary.

This plan will be monitored and evaluated by the Local Governing Body of Siddal Primary School. The plan attached sets out the Governors' and Directors proposals for increasing access to education for disabled pupils.

“A person has a disability if he or she has a physical or mental impairment that has a substantial long-term effect on his or her ability to carry out day to day activities” – the DDA definition of disability

Disability Equality Duty

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2015. The duties from the DDA 2015 have been replicated in the Equality Act 2010 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunities between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled more favourably than other persons.

The duty does not create new individuals rights for disabled people. The duty provides a framework for schools to carry out their functions more effectively and to tackle discrimination and its causes in a proactive way. The duty thus reinforces the pre-existing duties under the Act. There are both general and specific duties. These duties are described in more detail in the next section.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them.

Definitions and Duties

Disability Discrimination Act

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has: 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

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). An impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil'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 pupil's ability to memorise, concentrate, learn, speak, move 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 therefore amount to a disability.

Long-term and substantial

The expressions 'long-term' and 'substantial' are somewhat misleading. 'Long-term' is defined in the DDA as 12 months or more. Clearly this rules out conditions such as a broken limb which is likely to mend within that time. 'Substantial' means 'more than minor or trivial' but it may helpfully be thought of as meaning 'having some substance.' The combined effect of these two terms is to include more people in the definition of disability than is commonly anticipated.

The definition in the Disability Discrimination Act (DDA) is broad. It includes more pupils than many people think. There is a significant overlap with pupils with special educational needs, though the definition of special educational needs does not cover all disabled children, for example: pupils with medical conditions, disfigurements and other impairments may count as disabled but may not have special educational needs.

The existence of an impairment or condition does not depend on an official diagnosis. If the impairment is long-term and has a substantial adverse effect, it falls within the terms of the Act whether there has been an official diagnosis or not.

The Duties

It is unlawful for schools to discriminate against disabled pupils. A school discriminates if:

- It treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification
- It fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the 'reasonable adjustments' duty

The reasonable adjustments duty requires schools to think ahead, anticipate the barriers that disabled pupils may face and remove or minimise them before a disabled pupil is placed at a substantial disadvantage. Reasonable adjustments may need to be made in admissions, exclusions and 'education and associated services,' a term that covers every aspect of the life of the school. A Code of Practice, published by the Disability Rights Commission (DRC) provides guidance on the way that the duties operate.

In general it is the governing body of the school that is the 'responsible body' for the DDA duties and needs to ensure that everyone in the school, staff or volunteer, is aware of the duties owed to

disabled pupils. To avoid discrimination against any disabled pupil, all staff need to implement the duties in relation to their area of responsibility.

If parents think that their child has been discriminated against, they have a right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal. If the Tribunal finds that a school has discriminated unlawfully against a disabled Pupil it can order any remedy that it sees fit, except financial compensation.

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Due Regard

The duty to have "due regard" to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. The significance of those implications – and the amount of thought that needs to be devoted to them - will vary depending on the nature of the decision. For example, a decision to change the time of school assembly is unlikely to have a significant impact on any particular group. On the other hand, deciding when and where to have a school trip may raise a range of considerations: are the facilities for boys and girls equivalent; are they accessible to disabled pupils; does the date cut across any religious holidays and so exclude some pupils, and so on. An initiative to raise pupil attainment in a single sex school might not have any gender implications, but there could be race issues that need to be considered.

It is good practice for schools to keep a note of any equality consideration, although this does not necessarily need to take the form of a formal equality analysis. Publishing it will help to demonstrate that the due regard duty is being fulfilled.

It is good practice for schools to keep a written record to show that they have actively considered their equality duties and asked themselves relevant questions. There is no legal requirement to produce a formal equality impact assessment document; although for key decisions this might be a helpful tool. The duty only needs to be implemented in a light-touch way, proportionate to the issue being

The Specific Duty

The specific duties require schools:

- to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- to prepare and publish equality objectives

Accessibility at Siddal Primary School

Siddal Primary School will ensure that all staff and governors are aware of the implications of the DDA and, through training and development opportunities, embed the good practice across all aspects of school life.

School was purpose built in 2006 providing facilities including:

- A hygiene area with shower
- Telephone extension – for emergencies
- All corridor doors wide enough to provide wheelchair access
- All classroom doors with vision panels
- Paths around the school allow access to the building without stairs
- Two lifts to provide access to all levels of the building
- Ramp access to the key stage 2 playground
- An accessible parking space for disabled people (physically)
- Installation of electronic white boards in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.

In addition:

- Staff within the school volunteered to be trained so that children with medical needs could gain access to the education, e.g. diabetes, epilepsy, anaphylaxis.

Management, Coordination and Implementation

Our SENDCO monitors and implements this policy.

Our Special Needs Governor reviews this policy's formation and implementation.

A record of all pupils with identified disabilities is kept confidentially and updated regularly.

The academic progress of pupils on this register is tracked using the established school systems and any outcome gaps identified.

The participation of all pupils at after school clubs is monitored closely and particular consideration is taken of the uptake of places in these clubs by disabled children.

We endeavour to ensure that disabled pupils participate in all educational and non-educational visits and make provision accordingly.

The monitoring and assessment of the impact of this plan and curricular provision / standards achieved by pupils under its remit are integrated into review meetings on an annual basis. Trends in data will need to be analysed as the latter is collated following the implementation of this plan.

Parents are fully informed of all provision made for their children and are involved in formal review meetings. Teachers are always accessible for informal meetings to discuss progress.

This plan is referenced in the School Prospectus.

Siddal Primary School Action Plan 2017 - 2019
Increasing the extent to which disabled pupils can participate in the school curriculum

Task	Actions	Team(s) Responsibl	Timescale	Monitoring	Outcomes
Maintain provision for children with autistic spectrum disorders and specific learning difficulties	Continue effective liaison with support agencies to ensure skills update as & when required	SENDCO and TAs, Headteacher	Ongoing	Through IEP review procedures, data analysis, pupil progress meeting	Full participation by pupils in question in school life and learning. Academic progress in line with other pupils.
Regularly review this and other related policies, to include H&S policy, SEND policy, Teaching & Learning and other policies in the light of the DDA	Ensure that written instructions/ materials are provided appropriate to visual/ hearing need in lessons	SENDCO and Headteacher	Ongoing	Through regular policy reviews.	Updated and current policies compliant with all statutory requirements, enabling all to learn in a safe and stimulating environment.
All out-of-school activities planned to ensure the participation of the full range of pupils	Assess the target group – i.e. ensure knowledge of current provision by target group and inclusion of same. Ensure activity programmes are inclusive / responsive to individual needs.	Educational Visit Coordinator, class teachers and SENDCo.	Ongoing.	Risk assessment of visits prior to visits, evaluations and feedback from visits.	All pupils able to access educational visits and benefit from the experience. Increased attendance of vulnerable/identified groups of pupils.

Improving the physical environment

Task	Actions	Team(s) Responsibl	Timescale	Monitoring	Outcomes
Review Accessibility Plan	Access arrangements reviewed and amendments made if needed	Headteacher and Governing Body	December 2019	*****	Building meets the needs of all stakeholders.
Improvements to help the visually impaired	External steps highlighted in yellow / non-slip paint White/yellow paint on front edge of all steps are maintained following weathering and wear.	Site manager	Complete and on-going	Site manager maintenance checks	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise. Ensure that corridors are clear of hazards.	Site manager/ School Business Manager	Complete and on-going	Weekly	Disabled people to move unhindered along exterior pathways and interior rooms and corridors.

Disability Equality Duty - Whole school actions

Task	Actions	Team(s) Responsibl	Timescale	Monitoring	Outcomes
Ensure awareness of school policies / protocols	Ensure this scheme and action plan are uploaded to website	Headteacher, Governing Body	December 2017	Review annually	Parents, staff and visitors are aware of this policy and action plan

Staff and governor training	As part of NQT training and support discuss this plan and any issues arising Governor awareness through briefings	NQT mentors to identify needs and opportunities Governors	Ongoing		Staff and Governors fully informed as to latest statutory requirements and good practise. Governors can successfully assess school provision
Training for teachers on differentiating the curriculum and effective communication with parents	Staff training and meetings with parents of SEND pupils arranged	Headteacher/ Deputy Headteacher, Teacher / SENDCo	Ongoing	Ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed Academic progress in line with other pupils
Data collection, monitoring, evaluation, implementation,	Analyse pupil progress	All teachers	Ongoing	Regular review by Head teacher/ Deputy Headteacher	Data is used to track pupil progress in order that planning for pupil needs is based on prior attainment and clear understanding of the next steps needed in learning. Pupils experience a personalised curriculum and make good progress relative to prior attainment and against objective standards.
Provide opportunities for pupils, staff and parents to comment	Through consultation, newsletters, Pupil voice, ethos, coffee mornings and questionnaires	Headteacher, Governing Body, School	Ongoing	Review annually	Thorough annual monitoring school will ensure that all elements and stakeholders are kept informed.
Record incidents where appropriate to eliminate harassment related to disability	Records kept as evidence in Headteachers office	Headteacher, Governing Body, School staff, pastoral team	Ongoing	Weekly monitoring by pastoral team	Records will be used when needed to identify issues and clarify situations

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted and HMI inspectors upon request.

Supporting Policies:

Single Equality Policy

Special Educational Needs

Curriculum Policies

Anti-bullying

Educational Visits