

Parkfield Community School Accessibility and Disability Policy



Rights Respecting Links:

A23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

A29: Education must develop every child's personality, talent and abilities to the full.

Introduction

We believe that this Accessibility and Disability Policy is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Definition of Disability

In the Equality Act 2010, a person has a disability if:

- they have a physical or mental impairment
- 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 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 are automatically deemed to be disabled.

We recognise:

Our duty under the Equality Act 2010 means that we must not treat a disabled person unfavourably.

Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

Direct discrimination

We must not treat a disabled person less favourably simply because of their disability. For instance, we can not refuse admission to disabled applicants because they are disabled.

Indirect discrimination

We must not do something for all pupils which would have a negative effect on disabled pupils. For example, only providing letters or homework in one format, which may not be accessible for disabled pupils.

Discrimination arising from a disability

We must not discriminate against a person because of something that is a consequence of their disability. For example, we can not stop a disabled pupil going outside at break time because it takes them too long to get there.

Harassment

We must not harass pupils because of their disability. For example, a teacher must not shout at a disabled pupil if the disability means that they are unable to concentrate.

Making adjustments

We must also make 'reasonable adjustments' to ensure that disabled students, staff and visitors are not discriminated against.

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

The provisions relating to disability discrimination therefore, are different in that we may treat a disabled person more favourably than a person who is not disabled. We may have to make changes to our practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent that a person without that disability can.

Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Schools are not expected to change their premises. They are however, expected to make long-term plans for improving access to their buildings through their planning duties.

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in Parkfield Community School for pupils, and prospective pupils, with a disability.

Parkfield Community School is housed in a former secondary school/college and has three levels and ten sets of steps / flights of stairs. The ground floor has three sets of steps in between foundation classes and the front office. Major building works would be required before the building could successfully meet the needs of pupils/staff and visitors in wheelchairs or those with severe mobility problems.

Principles

- Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;
- The school recognises its duty:
 - not to discriminate against pupils in the admission and exclusions, and provision of education and associated services;
 - not to treat pupils who are disabled, less favourably for a reason related to their disability;
 - to take reasonable steps to avoid putting pupils who are disabled at a substantial disadvantage
- The school recognises and values parents' knowledge of their child's disability and its effects 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.

Training and advice

The school will continue to seek and follow the advice of specialist teacher advisers and SEND inspectors, and of appropriate health professionals from the local NHS Trusts. Teachers and teaching assistants will have the necessary training to teach and support pupils who are disabled as the need arises.

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.

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.

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Parkfield Community School will address the priorities identified in the plan.

Increasing the extent to which disabled pupils can participate in the school curriculum.

Target	Strategies	Time-scale	Responsibility	Success Criteria.
To ensure all staff have specific training on disability issues.	Provide appropriate CPD related to SEND areas i.e. Autistic Spectrum Disorder.	Ongoing	SENCO	To develop staff knowledge of specific disabilities raising confidence of staff.
All staff to be aware of the needs of pupils with SEND or other medical conditions.	To create Pupil Profile pages, care plans for individuals according to need. To make all staff aware of pupil needs / medical conditions.	Ongoing	SENCO	To ensure all members of staff are aware of any pupil with SEND or medical condition and are aware of how to support with them.
To monitor and analyse the achievements of all vulnerable groups and act on any trends or patterns that may need additional support for pupils.	SLT to regularly (termly) review the data and ensure, through pupil progress meetings, that pupils receive the extra support they require.	Termly ongoing	Senior Leadership Team	Termly monitoring of the vulnerable groups to ensure progress is being made and evidenced.
To purchase resources to support pupil's access to the curriculum.	Purchase items such as software/apps writing slopes, coloured overlays, writing mats, etc	Research items and purchase as and when required.	SENCO and SLT	Evidence the use of this equipment and track its usefulness.
To ensure that all pupils participate in school events.	Venues that are fully accessible for all are chosen for school trips. Appropriate risk assessments for school trips are completed. Pupils are provided with appropriate support in order to fully participate.	Ongoing	Class teachers and SLT	Pupils are able to fully participate in school life.

Improving the physical environment of the school, to increase accessibility for members of the school community with disabilities.

Target	Strategies	Time-scale	Responsibility	Success Criteria.
To ensure the school environment i.e. corridors, steps, toilets are fully accessible to any visually impaired pupils or adults.	To meet with the Visual Impairment team to identify any areas of need in the school environment and to make improvements.	Annually	SENCO & Visual Impairment Support/Habilitation Service	Pupils and adults with a visual impairment can access the building.
To ensure the school environment i.e. corridors, steps, toilets are fully accessible to any small stature pupils.	To meet with the PDSS team to identify any areas of need in the school environment and to make improvements.	Annually	SENCO & PDSS Support	Pupils with small stature have smaller items of furniture and handrails at a lower height. Steps are provided for the toilets/washbasins.
To ensure that rooms used by pupils and adults in the YEA are fully accessible.	Newly created teaching areas in the basement have a working lift in order to access the YEA and teaching rooms	Spring term 2017	Site manager	Basement area is accessible by all.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Target	Strategies	Time-scale	Responsibility	Success Criteria.
Review information to parents / carers to ensure it is accessible.	Provide information on the website and letters in clear print in 'simple' English. Provide information in other languages/media when required. School office will support and help parents to access information and complete school forms.	Current and on-going.	School Office Website design Team	All parents to receive information in a form that they can access.
EHCPs and Reviews to be as accessible as possible.	Develop and produce clear and straightforward Pupil Profile pages format which are easy to access for both pupils and parents.	Current and on-going.	SENCO	Feedback from parents and pupils on the clarity of ITPs. Are they easy to understand and, consequently, user-friendly?

February 2018

To be reviewed February 2019

Linked Policies/Documents

Admissions Policy

Teaching & Learning Policy

Health & Safety Policy

SEND Policy and Information Report

Medical Needs Policy

School Development Plan

Single Equality Policy

Curriculum Policies