



Sedbergh Primary School

Accessibility Plan

This plan outlines the Governing Body's proposal to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. The plan was written and updated in collaboration with school staff, children and members of the Governing Body. This policy should be read in conjunction with the following policy documents:

- Special Educational Needs Policy
- SEND Report
- Single Equalities Policy
- Teaching and Learning (including Home Learning) Policy
- Behaviour Policy (including Anti-Bullying and Positive Handling of Children)
- Child Protection Policy

If you require this document in another format; i.e. easy read, large text, audio, Braille or a community language, please contact the school office.

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<i>Peter Irvine (Chair of Governors)</i>	<i>1st December 2020</i>
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INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. 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 can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

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

It is unlawful for a school/setting 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 a school/setting 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 OF DISABILITY

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.

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 coordination
- 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

REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;

- We 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 can no longer be 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. We will not be expected to make adjustments that are not reasonable.
- There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us 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 SEND route.
- The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (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/setting.
- As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our 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. The LA is required to have an Access Strategy.

In Sedbergh Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our 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, under our equality duties, we intend 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. Attached 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 and Single Equality Scheme, and the operation of the school's SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. 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.

We strive to ensure that the culture and ethos of the school/setting are such that, whatever the abilities and needs of members of the school/setting community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, 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.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Sedbergh Primary School 2023-2026: Planning duty 1: Improving access to the physical environment

	Issue	What	Who	When	Outcome	Review
Medium term	Disabled toilet is not accessible to children from the KS1/Foundation stage area.	Toilets to be developed in the Foundation Stage area. This is to include an intimate care room with a disabled toilet inside.	HT, Govs. and Design Team	Summer 2023	Disabled toilets are available in both areas of the school	
	There are no intimate care facilities for children with additional care needs.	Create intimate care facilities in EYFS/KS1.	HT, Govs. and Design Team	Summer 2023	Intimate care facilities available.	
	Children with physical disabilities cannot easily travel between KS1/Foundation stage area and KS2 area.	Construction work undertaken with a lift / ramp to be installed.	HT, Govs. and Design Team	2024/25	All areas of the school buildings are fully accessible without having to go outside.	
	The school environment is not necessarily suitable for children and adults with a visual impairment.	Visual impairment audit. Adjustments made to communications, the environment, resources and facilities to meet the needs of those with a visual impairment.	HT/Governors	2023/2024	School prepared to welcome and meet the needs of adults and children with a visual impairment. Improved provision and outcomes for any child with a visual impairment.	

Sedbergh Primary School 2023-2026: Planning duty 2: Improving access to the curriculum

	Issue	What	Who	When	Outcome	Review
As necessary	Currently there are no facilities to support children with additional access needs.	Improve accessibility to learning environments to ensure curriculum participation with learning.	Teachers/SENDCO	As necessary	All children are able to access the learning environments to ensure they can access the curriculum.	
Medium term	Staff training requirements in the teaching of children with ASD and other specific learning difficulties	ASD training for all staff	SENDCO	Summer 2023	Children with ASD successfully included in all aspects of school life	
	Access to out-of-school and extra-curricular provision for pupils with disabilities	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	HT/Class teachers	Summer 2023	Increase in access to all school activities for all disabled pupils	

Sedbergh Primary School 2023-2026: Planning duty 3: Improving access to written information

	Issue	What	Who	When	Outcome	Review
As necessary	Written and web/digitally based information is not accessible to adults and pupils with visual impairments.	Visual impairment audit. Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	HT, Gobs. and Design Team	2023/2024	School prepared to welcome and meet the needs of adults and children with a visual impairment. Improved provision and outcomes for any child with a visual impairment.	