

Accessibility Plan & Disability Equality Scheme

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1. Purposes of the Accessibility Plan and Disability Equality Scheme

The Accessibility Plan was introduced to the school in 2003, and set out a framework for school activity which complied with the SEN and Disability Act 2001 and the Discrimination Act 1995. The School ensured that, as far as is reasonable and financially practicable to comply with the legislation contained within the Acts, to maximize access to all parts of the school, its curriculum, as well as extra curricular activities, to all adults and potential students.

The Disability Equality Duty (DED) is a new legislative requirement within the Disability Discrimination Act (1995) (Amended 2005), placed on public authorities (including schools) to deliver better disability equality outcomes. The DED requires The Blue School to act proactively on disability equality issues, across the whole institution. The School is expected to have an anticipatory, social model approach towards disability equality. The Blue School will therefore be proactive in ensuring that disabled people are treated fairly by building upon identified current good practice, together with improving participation, satisfaction, achievement and opportunities for all.

2. Definition of disability

For the purposes of this policy, disability is understood in the broadest sense and covers a broad spectrum of impairments including cancer, diabetes, epilepsy, HIV, multiple sclerosis, hearing or sight impairments, mobility difficulties, people with mental health conditions or learning difficulties/disabilities.

3. School Ethos, Vision & Values

The Blue School is committed to a policy of equal opportunities for disabled students and staff and aims to create an environment which enables them to participate fully within the school community.

The Blue School has responsibilities under the Disability Discrimination Act (1995) (Amended 2005) to ensure that it does not discriminate against either students or staff (and potential students and employees) with disabilities or in relation to the provision of its services. This policy also extends to individuals who are carrying out duties through a contract or SLA with the school, and members of the public using the school's premises or facilities.

4. Scope of the Accessibility Plan

At The Blue School we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- 4.1 Increase access to the curriculum, incorporating after school and out of school activities including educational visits.
- 4.2 Improve access to the physical environment of the school.

4.3 Improve the delivery of written information to students, staff, parents and visitors with disabilities.

5. The General Duty of the Disability Equality Scheme

The duty requires The Blue School to have due regard to:

5.1 Promote equality of opportunity between disabled people and other people

The Blue School will aim to ensure that disabled people have full opportunities and choices to improve the quality of their lives and be respected and included as equal members of our community.

5.2 Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995.

The Blue School will build upon its existing duty to ensure that unlawful discrimination is eliminated by making anticipatory and reasonable adjustments in relation to its education provision and access to goods and services.

5.3 Promote positive attitudes towards disabled people.

The Blue School will ensure that positive images of attitudes in relation to disabled people and disability equality are central to the whole institution's ethos.

5.4 Encourage participation by disabled people in public life.

The Blue School will seek to overcome significant under-representation of disabled people within our community. It will also encourage disabled people to participate fully in the school and local events, particularly within roles of responsibility.

5.5 Take steps to meet disabled people's needs, even if this requires more favourable treatment.

The Blue School will recognize that equality of opportunity for disabled people cannot be achieved by simply treating disabled and non-disabled people alike. It will therefore endeavour to make reasonable adjustment and positively discriminate wherever appropriate.

6. Specific Duty – How we will meet the General Duty

The Head Teacher, SENCO, and Business Manager will invite disabled students, staff and community users of the school and its facilities on an ongoing basis to contribute identifying priorities for action in developing this policy. The views of disabled students will be canvassed on an ongoing basis in the development of the Scheme, and their experiences will inform the recognition of areas where the school's provision needs to be further developed.

This policy aims to ensure that as far as is reasonably practical:

- Applications for employment are assessed and offers made on the basis of the applicants' aptitudes, abilities and relevant qualifications. Any written information is available in alternative formats on request, e.g. large print, disc.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- Disabled students and staff have access to the appropriate support and adaptations to enable them to be fully included in school life.
- Disabled students will not be discriminated against in the provision of services offered to other students that relate to education, including trips, leisure, or catering;
- The views of the individual student or member of staff are taken into account at all times when their requirements are being assessed.
- Members of staff working with disabled people, either as colleagues or as students, have appropriate information, training and support.
- The school takes steps to enable staff and students who become disabled during their time at The Blue School to continue in their chosen career or participate fully in the curriculum.
- Disabled members of the public can fully participate in public events held on premises.
- All school buildings, with the exception of the Kennion East's first and second floors (where there is no lift access), are accessible and safe for disabled people.
- No student or member of staff will be timetabled to learn/work in the Kennion East's first or second floor, with duplication of these general teaching spaces readily available elsewhere.
- No student or member of staff will suffer harassment or any other form of less favourable treatment for a reason related to their disability.
- School policies relating to the exclusion of students shall not discriminate against any student with a disability.

7. Responsibilities

All school staff are expected to be aware of this policy and treat disabled people, whether students, staff or members of the

public in accordance with these provisions. This would include the provision of relevant training programmes. In particular the Leadership Team and Heads of Department will be responsible for ensuring that the policy is communicated effectively and is being implemented in their area.

In addition, the SENCO is responsible for:

- Providing information and advice with regard to support for disabled students, to staff across the school.
- Provide a service to individual students by determining support needs
- Promoting positive attitudes to disabled people through staff training and development.

The governors have ultimate responsibility to ensure compliance with the Disability Discrimination Act (1995) (Amended 2005).

8. Reviewing/Monitoring

The Leadership Team will review this policy every 3 years. An assessment will be made of the effectiveness of the policy based on available data and appropriate consultation with the school stakeholders, e.g. students, staff, governors and community groups.

9. Implementation/Action Plan

TARGET	ACTIONS	Priority	Timescale	Who	Progress
1. STAFF TRAINING					
1.1 Make Disability awareness/equality training mandatory for all staff, with initial priority being given to those involved in recruiting and interviewing.	1) Develop a staff training programme to raise awareness of prejudices through case studies, self-awareness questionnaire and audit of behaviours etc. 2) Raise staff awareness through regular items on 'Staff Bulletin' and through Departmental meetings.	H	Ongoing	DH/RCS	Annual update by SENCO to whole staff IEPs Regular updates Bulletin items Staff meetings
1.2 Ensure Disability Equality Training is an integral part of CPD programme.	Include Disability Awareness Training within format of CPD programme	H	Ongoing	DH/RCS	
1.3 Arrange training for all school managers to raise awareness about disability issues affecting students/staff within their remit.				DH/RCS	
1.4 Embed equality and diversity issues (particularly disability awareness) within curriculum delivery.	Develop a programme of training & implementation for teaching staff.	M	Ongoing	DH/ME	
2. RESOURCES / DATA					
2.1 Improve data collection on disability including opportunities, achievement and progression of students.	Review current data collection systems to ensure information is collated in a timely and appropriate manner.	H	Ongoing	Data Team	SEN & Admin teams regularly refreshing data held
3.1 Ensure all areas of curriculum can be accessed by students with physical disability.	1) Ensure timetabling of rooms is compensated with additional time for classes with physically handicapped student. 2) Timetabling procedures enable curriculum to be fully accessed by children with physical disability. School induction procedures allow for this to be kept under review to suit individual needs. 3) All areas of the curriculum are taught within a suitable teaching area. Any child with difficulty using stairs is taught within suitable teaching areas and as close to toilet provision and communal areas as possible.	M	Ongoing – timetable constructi on cycle	ME/MT	Annual review with SENCO/RCS/Curriculum Manager
3.2 All out-of school activities are planned to ensure the participation of	Review school visits policy and alter planning format to ensure any special requirements are accounted for.	M	Ongoing	ME/RCS	EVP process

the whole range of students.					
4. PHYSICAL ACCESS					
4.1 Ensure safety of VI persons by visual adaptation of circulation areas.	White lining system to be incorporated into flooring/stairs.	M	Completed. Maintenance ongoing	WL/RCS	Regular Premises audit Annual budget considerations
4.2 Ensure safety of VI persons by incorporating colour schemes and large print on signage when carrying out refurbishments.	Allocate funds to go with time already scheduled	M	Ongoing	WL/RCS	
4.3 Improve sound system /install hearing loop in at least one of each Department, including all AEN spaces.	Audit of acoustic environment to determine costs.	L	Progress subject to resources	WL/ME/RCS	
4.4 Improve internal toilet facilities for disabled adults/students.	Include in brief for all new builds	L	Ongoing	WL	
5.1 Review the prospectus, website and other materials to ensure that they are available in different formats.					
5.1 Review the prospectus, website and other materials to ensure that they are available in different formats.	1) Review website facilities to ensure that it is disability compliant with access for all (auditory etc.) 2) Ensure all relevant Disability policies and documents (including Accessibility Plan & DES./Action Plan) are placed on the website with clear access arrangements in place.	H	Ongoing	RCS	Documents produced in dyslexia friendly format Hard copies of documents available
6. PERSONNEL					
6.1 Increase emphasis at staff induction on disability awareness, including individual/institutional responsibilities.	Implement in staff induction programme.	H	Jan 2011	DH/RCS	Staff meeting at start of academic year
6.2 Ensure that 'back-to-work' interviews covers support for existing/new disabilities.		M	Ongoing	DH/RCS	As and when necessary
7.1 Review Accessibility Plan and Disability Equality Scheme every three years.					
7.1 Review Accessibility Plan and Disability Equality Scheme every three years.	Produce revised Accessibility Plan and Disability Equality Scheme.	L	May 2013	SJ	Govs Policy & Strategy group
8.1 Include relevant disability considerations in all new procurement contracts.					
8.1 Include relevant disability considerations in all new procurement contracts.	Review current procedures for creating contracts; make relevant amendments to ensure disability considerations are included.	L	Ongoing	RCS	As and when necessary
9. STUDENT / STAFF / USER PARTICIPATION					
9.1 Raise student awareness of disability issues.	School assemblies acknowledging 'respect for all'.	M	Ongoing	SJ/JR	School Council Site Manager feedback

9.2 Improve promotion of equality of opportunity for disabled students at all school events.	Review and make appropriate improvements to procedure for school events.	M	Ongoing	SJ/JR	Training Room user feedback
9.3 Improve feed back information from users of school site and facilities.	Include feed back form for disabled users of site and facilities in Lettings Pack.	M	Ongoing	RCS/WL	