

Accessibility Plan Policy

POLICY TITLE:	Accessibility Plan Policy
STATUS:	Statutory
REVIEWED BY:	Mrs B Burland
DATE ADOPTED:	Summer 2020 (Approved by Governors 01.07.20)

This plan was formulated by a working party consisting of: Headteacher, SENCo and the School Business Manager.

A draft of the plan was disseminated to parents via the school website and approved by the Governors on 8th May 2007.

It has been significantly updated during November 2017.

It is available to staff on the staff website.

COLLEGE MISSION STATEMENT:

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

The definition of disability is:

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.” Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The Act sets out the details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Changes to the Law

On October 1st 2010, [the Equality Act 2010](#) replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that the college must be aware of.

Key Points

- The Equalities Act provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.
- As far as the college is concerned, for the most part, the effect of the current law is the same as in the past – meaning the college cannot unlawfully discriminate against pupils because of their sex, race, disability, religion, belief or sexual orientation.
- The exceptions to the discrimination provisions for schools are all replicated in the current act – in a college context, such as the content of the curriculum & collective worship but also include admissions to single sex schools and schools of a religious character.
- The College, if it was compliant with previous legislation should not find major differences. However, there are some changes that may impact upon the college.

Protection in schools

Protection in schools is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Health related questions for job applicants

It is unlawful for employers to ask health related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. There are potential implications in relation to establishing teachers' fitness and ability to teach as required by [The Education \(Health Standards\) \(England\) Regulations 2003](#) and the college must comply with both the regulations and section 60 of the Equality Act.

Positive Action

Positive Action allows schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, young people with particular protected characteristics; race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Victimisation

It is now unlawful to victimise a child for anything done in relation to the act by their parent or sibling.

Auxiliary Aids

The act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled young people. The duty came into force on 1st September 2012.

We recognise:

The college will comply with the Public Sector Equality Duty (PSED) [quick start guide](#) as laid out in the Equalities Act, sometimes referred to as the 'general duty' that applies to all academies and extends to certain protected characteristics. This combined duty came into effect in April 2011. It has three

main elements. In carrying out their functions, academies and their proprietors 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

Due regard is defined in case law and means giving relevant and proportionate consideration to the duty. For the College this means:

Decision makers within the college must be aware of the duty to have due regard when making a decision or taking action.

The College must consider equality implications before and at the time that policy is developed and through constant review.

PSED must be integrated into carrying out the schools functions and is not a tick box exercise.

The college cannot delegate the responsibility for carrying out the duty to anyone else.

¹Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

- The College and the Trust must:
 - 1) Publish information to demonstrate how the college is complying with the PSED, and
 - 2) Prepare and Publish equality objectives

SCOPE OF THE PLAN RETAINED UNDER THE MOST RECENT LEGISLATION

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of college for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This strand of the planning duty covers the aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for

children with poor motor co-ordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools, the provision of a special piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in school's curricula.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

The school's plan is to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils and parents preferred formats.

OTHER RELATED SCHOOL POLICIES

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria
- School Improvement Plan
- Policy for school trips and excursions
- SEN policy
- Exclusions

MONITORING

Pilton Community College recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning. (Essentials are in **bold** type.)

We will monitor (select):

- Admissions
- Attainment
- Attendance
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions
- Response to teaching styles/subject
- SEN Register
- Setting/groups
- Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Homework clubs
- KS4 option choices
- Post 16 destinations
- Number of pupils participating in summer schools including those for the very able and gifted
- Selection and recruitment of staff
- Board of Directors' representation
- Parents attending consultation meetings. Parents involvement in the life of the school (representation at Parent Voice meetings, attendance at parents' evenings, in the classroom, school productions, sports day, fetes, etc.)

PUBLICATIONS FOR GUIDANCE

Accessible Schools: Planning to increase access to schools for disabled pupils	Archived
	Replaced by the Equalities and Human Rights Commission 2007
SEND code of practice	DfE & DoH
DfES Guidance on Inclusive Schooling	Archived 2013
	Archived 2009
DfEE: Access for disabled people to school buildings (BB91)	The Stationery Office
Designing Buildings for SEND BB102	
Useful contact information:	
	Replaced by the Equalities and Human Rights Commission
EHRC	0808 800 0082 Text Phone 0808 800 0084
DfE Publications	https://www.gov.uk/government/publications?departments%5B%5D=department-for-education
Ofsted Publications	https://www.gov.uk/government/publications?departments%5B%5D=ofsted
QCA	www.qca.org.uk

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