



## Beaconhill Community Primary School Accessibility Plan



The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The governing body has three key duties towards disabled pupils, under part 4 of the DDA.

- 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 improve access to education for disabled pupils.

Under legislation schools are required to put in place an Accessibility Plan. In order to facilitate this, an audit of the school was carried out by Dickinson Associates.

A new plan has been constructed to cover the period 2017-20.

This plan sets out the proposals of the governing body to increase access to education for disabled pupils in three aspects required by planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum (including extra curricular activities)
- 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.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified by Dickinson Associates.

### DUTIES AND DEFINITIONS

There are three sets of duties which provide the statutory framework underpinning equality of opportunity for disabled pupils:

1. The **disability discrimination** duties in Part 4 of the DDA;
2. The **planning** duties in Part 4 of the DDA;
3. The **Special Educational Needs (SEN) duties** in the Education Act 1996.

The DDA's fundamental **definition** of a disabled person is 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.**' Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means '*more than minor or trivial*'. '*Long-term*' means has lasted or is likely to last more than 12 months.

**1. Disability discrimination duties** state that 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.

**2. Planning duties** require Local Authorities and schools to develop accessibility strategies and plans to improve access to school education for disabled pupils. The strategies and plans are required to show how, over time, access to local schools will be increased by:

- increasing access to the curriculum for disabled pupils;
- making improvements to the physical environment of the school to increase access to education and associated services;
- making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

**3. Special Educational Needs duties** in the Education Act 1996 overlap with DDA legislation duties. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally. The SEN duties provide support for children identified as having SEN. The 1996 Act sets out duties on local education authorities to:

- identify;
- assess; and
- make additional or different provision available, for example: equipment or human resources, where necessary.

#### MAKING REASONABLE ADJUSTMENTS FOR DISABLED PUPILS

Reasonable adjustments meet **statutory requirements** when they:

- act to **prevent** disabled pupils being placed at a **substantial disadvantage**;
- are aimed at **all disabled pupils**;
- are **anticipatory**;
- enable pupils to **participate** in education and associated services.

When deciding if a reasonable adjustment is necessary to avoid placing disabled pupils at a substantial disadvantage, schools need to consider the potential impact on disabled pupils in terms of:

- time and effort;
- inconvenience;
- indignity or discomfort;
- loss of opportunity;
- diminished progress.

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

Target	Action	Success Criteria	Review	Monitoring	Cost
Improve liaison with local Early Years Settings	Review current informal system; ensure inclusion for families and pupils in need.	All families and pupils have equal access to information.	By July 2020	Head and Leadership Team. Report to Governors  ↓	£ in house
Access translation service for specific families as needed.	Develop core principles of need, establish process of translation.	Principles and procedures clear to all staff and available to parents as needed.	ongoing		£ TBE
Access E2L service to support families in need.	Work with E2L division at NCC to gain support when needed.	Support for pupils in place at early stage.	As needed		Nil
All parents and pupils access and contribute to procurement of SEN provision	Review SEN process to ensure all parents and pupils have equal access to process	All parents and pupils able to contribute effectively to SEN process	By July 2020		Leadership meeting £
					£ 0.5 release day for SENCO

Increasing the extent to which disabled pupils can participate in the school curriculum (including extra curricular activities)

Target	Action	Success Criteria	Timescale	Review	Cost
Continue to develop use of ICT to support all pupil needs.	Ensure ICT equipment, hardware and software are fit for purpose of supporting all pupils' needs	All pupils can access curriculum using appropriate ICT.	July 2020	IT technician	As necessary
Maintain resources, expertise and a range of support networks for staff	Audit SEN information and resources in school and NCC	Staff informed of available support. SENCO to monitor delivery.	Ongoing	Head/Govs ↓	
Ensure equal access to educational visits.	Review Educational visits policy.	Educational visits inclusive in policy and practice.	Ongoing		
Short term planning to reflect inclusion	Directed time given to staff (PPA) to review and develop planning process.	All planning includes opportunities for all pupils to take part and achieve.	Ongoing	Ed visit co-ordinator to monitor visit planning.	

Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target	Action	Success Criteria	Timescale	Monitoring	Cost
See Access audit and action plan					