



LINTON HEIGHTS JUNIOR SCHOOL ACCESSIBILITY PLAN

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| This policy was approved: | February 2023 |
| Policy version: | Version 1.0 |
| This policy will be reviewed on: | February 2024 |
| Member of staff with responsibility for review: | James Puxley |
| This policy was consulted with: | The local governing body |
| This policy was distributed to: | Linton Heights Junior School staff |

1 Introduction

1.1 On 1 October, 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

1.2 The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

1.3 The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

1.4 The Act makes it unlawful for the responsible body of an academy to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions;
- in the way it provides education for pupils;
- in the way it provides pupils access to any benefit, facility or service; or
- by excluding a pupil or subjecting them to any other detriment.

2 Key Objectives

2.1 Firstly, to reduce and eliminate barriers to access to the curriculum and to allow full participation in the academy community for pupils, and prospective pupils with a disability.

2.2 Secondly, to reduce and eliminate barriers to access, both physically and to information, for family members, the wider community and visitors.

2.3 As a new academy, our building is fully accessible for those with physical disabilities. Whilst we are confident that provision is currently in place to meet the needs of all pupils on roll, we are not complacent about this.

3 Protected Characteristics

3.1 It is unlawful for an academy to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

4 Disability

4.1 Disability provisions in the Equality Act are different from those for other protected characteristics in a number of ways.

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

4.3 The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- Unlike the DDA the Equality Act does not list the types of day-to-day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.

- Failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be reasonable provides the necessary test.
- Direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally.
- From September 2012 academies and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources.

5 Definition of Disability

5.1 The Equality Act defines disability as when a person has a

‘Physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’

5.2 Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

5.3 The Equality Act sets out 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.

6 Reasonable Adjustments

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

- Where something an academy does places a disabled pupil at a disadvantage compared to other pupils then the academy must take reasonable steps to try and avoid that disadvantage.

- Academies 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.

6.2 Academies are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties.

7 Auxiliary Aids and Services

7.1 Many disabled children will have a SEN and may need auxiliary aids which are necessary as part of their SEN provision; in some circumstances as part of a formal Education, Health & Care Plan (EHCP). These aids may be provided in the academy under the SEN route, in which case there will be no need for the academy to provide those aids as part of their reasonable adjustment duty.

8 Academy duty around accessibility

8.1 Academies must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of academies to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

8.2 Academies will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them.

9 Principles

9.1 The academy recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

9.2 The academy 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 and National Curriculum Inclusion Statement, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

10 Activity

10.1 The academy outlines the main objectives which the academy undertakes, and is planning to undertake, to achieve the key objective (above).

10.1.1 Academy Curriculum & related activities

The academy will continue to seek and follow the advice of Local Authority services, such as SEND Specialist Teachers, the Statutory Assessment and resources Team and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

10.1.2 Physical environment

The academy 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, etc.

10.1.3 Access to information

The academy will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

10.2 With reference to 'The Equality Act 2010 and schools - Departmental advice for academy leaders, academy staff, governing bodies and local authorities' DfE (2014).

11 Linked Policies

11.1 This plan will contribute to the review and revision of related academy policies:

- Academy Improvement Plan
- SEND Policy
- Equality and Diversity Policy
- Curriculum, Teaching and Assessment Policy
- Managing Medical Needs and First Aid Policy

12 Action Plan

12.1 See attached (appendix 2)

APPENDIX 1: Accessibility plan responsibility

Date of Plan: Spring 2023

Date of Review: Spring 2024

Member of Staff Responsible: C Saunders / J Puxley

This plan was drawn up by: C Saunders

| | Objective | What | How | When | Goal achieved |
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| 1 | To raise awareness of policy and plan to all staff | Involve all colleagues in discussing disability and equality policy and action plan to ensure shared ownership of the priorities within the action plan | Staff meetings, training days & Governor meetings | Termly | Improve staff knowledge and skills that positively impact on all in our community |
| 2 | Availability of written material in alternative format | Academy to provide/research converting written information to alternative forms of communication | The academy will be able to provide written information in different formats when required for individual purposes | Spring term 2023 | Delivery of information to staff, pupils, parents and community |
| 3 | Ensure compliance with Equality Act and SEN Code of Practice | Staff & Governors informed of requirements and obligations of Equality Act, and of the Accessibility Plan | Staff Meeting & Governors Meeting | Update and review as regulations change | Academy complies with requirements of Equality Act and SEN Code of Practice |
| 4 | To ensure evacuation procedures meet all needs | Develop staff and pupil | Identify needs of individual | Initial evacuation drill | Academy complies with |

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| | | awareness of appropriate routes. Routes and meeting points on suitable areas | pupils and staff, creating up to date PEEP (personal emergency evacuation plan) | completed 27.9.22. To be repeated termly. | requirements of Equality Act and SEN Code of Practice. PEEP completed for individuals |
| 5 | To identify pupils with SEND, provide appropriate support to access learning and assessments (including providing access arrangements in assessments and exams), and track progress robustly, liaising regularly with pupils and the parents/ carers | Regular reviews of individual pupil progress with regular communication with parents and carers. Range of assessments available to identify a broad range of SEND. | Intervention checklist in place to ensure a consistent approach is used by all staff Regular meetings with Inclusion Group to aid identification of pupils with undiagnosed SEND Data scrutiny a regular feature of all line management meetings | Inclusion Strategic Meetings | New SEND will be identified quickly and information shared with pupils, parents and carers SEND provision will be tracked carefully to ensure pupils are making adequate progress and parents and carers will be kept informed and invited to contribute to decision-making |
| 6 | To ensure extra-curricular activities are available to all pupils and staff | Accessibility and awareness of individual needs | Training if necessary for teachers | Ongoing and for individual | Disabled pupils and staff are included by |

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| | | to allow participation | | needs. Review termly | their peers in all parts of academy life |
| 7 | Disabled parking | To provide adequate disabled parking bays to meet the BSI British Standards Code of Practice 5% of parking | Assess suitability and need | Spring term 2023 | According to review |
| 8 | Improve provision for pupils with SEND | Staff to develop in knowledge and understanding of approaches to create inclusive classroom environments and meet the needs of all learners | Range of training available for staff, including SEND workshops and training sessions, dissemination of ideas through the Inclusion Group, Lesson Study program, signposting of staff to relevant online learning and induction program for new staff. | Training days, CPD, Faculty meetings | All staff are confident in making necessary adjustments to enable all pupils to thrive and access learning in all classrooms |

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| 9 | Embed the use of assistive technology so that identified pupils with SEND confidently and routinely use software and equipment | Pupils to be confident in using relevant software, Exam Reader Pens, laptops and other assistive technology to access learning and assessment | SENCo and Inclusion faculty staff to provide training to pupils and staff | Three year plan | Targeted pupils will routinely use assistive technology in learning and assessments. Staff will have the necessary knowledge and understanding to support and encourage pupils in using this in lessons and assessments |
| 10 | Use of Interactive whiteboard to meet needs of visual and oratory impairment | Develop staff knowledge, consideration and control of light. | Installation of blinds to south facing windows. Training for staff for best use of Interactive Whiteboards to fulfil individual needs | Termly faculty meetings and CPD run by external agencies. | Increase in access to the National Curriculum |

APPENDIX 3: Identifying Barriers to Access: Checklist

Section 1: How does your academy deliver the curriculum?

| Question | Yes | No |
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| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | | |
| Are your classrooms optimally organised for disabled pupils? | | |
| Do lessons provide opportunities for disabled pupils? | | |
| Are lessons responsive to pupil diversity? | | |
| Do lessons involve work to be done by individuals, pairs, groups and whole class? | | |
| Are all pupils encouraged to take part in music, drama and physical activities? | | |
| Do staff recognise and allow for mental effort expended by some disabled pupils, for example using lip reading? | | |
| Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? | | |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education? | | |
| Do you provide access to computer technology appropriate for pupils with disabilities? | | |

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| Are academy visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? | | |
| Are there high expectations of all pupils? | | |
| Do staff seek to remove all barriers to learning and participation? | | |

| Question | Yes | No |
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| Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds – allow access for all pupils? | | |
| Can pupils who use wheelchairs move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? | | |
| Are pathways to travel around the academy site and parking arrangements safe, routes logical and well signed? | | |
| Are emergency and evacuation systems set up to inform ALL pupils including pupils with SEN and disabilities; including alarms with both visual and auditory components? | | |
| Are non-visual guides used, to assist people to use buildings, including lifts with tactile buttons? | | |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? | | |
| Are areas to which pupils have access well lit? | | |
| Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? | | |
| Is furniture selected, adjusted and located appropriately? | | |

| Question | Yes | No |
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| Do you provide information in simple language, symbols, large print, on audio tape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? | | |
| Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? | | |
| Do you have facilities as ICT to produce written information in different formats? | | |
| Do you ensure the staff are familiar with technology and practices developed to assist people with disabilities? | | |

Site plan – LHJS February 2023

