**Seghill First School Accessibility Plan June 2016 – June 2019**

From 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, including the **Disability Discrimination Act (DDA**). The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”.

Our Accessibility plan seeks to address the statutory requirements of the **Equality Act 2010** and to further the aims of the school’s mission statement; ‘to respect, fulfill and empower people through education’

This plan sets out the proposals of the governing body to increase access to education for disabled pupils in three areas:

• To increase the extent to which disabled pupils can participate in the curriculum;

• To improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and

• To improve the availability of accessible information to disabled pupils.

**DUTIES AND DEFINITIONS** The Equality Act’s fundamental definition of a disabled person is someone who has ‘a physical or mental impairment which has a substantial and long-term negative effect on his or her ability to carry out normal day-to-day activities.’

1. Disability discrimination duties state that it is unlawful for schools to discriminate against disabled pupils. We would discriminate if we treated a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification, or if we failed, 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 we adopt will 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 and 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 and Disability duties. The definition of SEND 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 SEND duties provide support for children identified as having SEND

**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, we will consider the potential impact on disabled pupils in terms of:

• time and effort

• inconvenience

• indignity or discomfort

• loss of opportunity

• diminished progress

We will also consider the impact on the majority of the children and reasonable adjustments will not be to the detriment of this majority.

June 2016

Review date June 2017

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| **Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.** | | | | | |
| **Target** | **Action** | **Success criteria** | **Timescale** | **Responsibility & monitoring** | **Cost** |
| 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 | As and when required | Head and Leadership Team. Report to Governors | Will vary with each case |
| 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 and when required | Head and Leadership Team. Report to Governors | Will vary with each case |
| Review admissions process to ensure carers access needs are catered for | Include question in confidential pupil data collection sheet about parent’s carer’s access needs | Carers needs established on pupil entry to school | Ongoing | Head and Leadership Team. Report to Governors | Nil |
| School is aware of access needs of disabled children | Create access plans for individual disabled children as part of IEP process when necessary | Pupil needs established on entry to school | Ongoing | Head and Leadership Team. Report to Governors | Nil |
| All parents and pupils access and contribute to procurement of SEND provision | Review SEN process to ensure all parents and pupils have equal access to process | All parents and pupils able to contribute effectively to SEND process | Ongoing | Head and Leadership Team. Report to Governors | Nil |

June 2016

Review date June 2017

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| **Increasing the extent to which disabled pupils can participate in the school curriculum (including extra curricular activities)** | | | | | |
| **Target** | **Action** | **Success Criteria** | **Timescale** | **Responsibility & monitoring** | **Cost** |
| 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 | Complete, ongoing | ICT co-ordinator to report to Head/Govs | To be evaluated |
| Establish resources, expertise and a range of support networks for staff | Audit SEN information and resources in school and NCC | Staff informed of available support. | Complete, ongoing | Head/Govs Head to monitor | Nil |
| Ensure equal access to educational visits | Review Educational visits policy | SENCO to monitor delivery Educational visits inclusive in policy and practice | Complete, ongoing | Head/Govs Head to monitor | Nil |
| 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 | Complete, ongoing | Head to monitor planning termly, feedback to staff | Nil |

June 2016

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