



LENT RISE SCHOOL

ACCESSIBILITY POLICY AND PLAN

Responsibility: Governing Body, Whole School

Approved by:

Mrs Maggie Young
Chair of Governors

Mrs Jill Watson, Headteacher

June 2017



Specialist Schools
and Academies Trust
The Schools Network™



The aim of the policy and plan is to outline to the systems in place to ensure Lent Rise School supports accessibility in line with the needs of the community.

The Disability Equality Duty (DED)

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has a “physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities”.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long –term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on Academies, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by Academies.

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of Academy life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional Implications for Academies

The Role of the Academy as a Service Provider

Academies have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with Parents and Carers

When providing newsletters and information for parents and carers, Academies should make this information available in an accessible format so that parents or carers, who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring Transport

Academy staff will need to be aware of section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Election of Parent Governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the Academy governing body functions in relation to that parent are covered and the Academy must ensure that they can participate fully in Academy life.

Improvement and Consultation

It is a requirement that disabled pupils, staff, and those using Academy services should be involved in the production of the Disability Equality Scheme.

Making Things Happen

In order to ensure that action is taken to meet the Disability Equality Duty, Lent Rise School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met.

Good Practice Examples

- Promoting equality of opportunity between disabled people and other people.
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
 - Ensuring that the talents of disabled pupils are represented accordingly through the gifted and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
 - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people.
 - Use the Academy environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
 - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
- Encouraging participation in public life by disabled people.
 - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the Academy council.

Monitoring and Reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the plan will be monitored in accordance with the specific timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for

effectiveness. This report will be circulated to the Headteacher and Governors, and the findings will be used to improve the Disability Equality Scheme and fed into future practice.

| Priority | Action | Timescale | Outcome | Resources | Evaluation |
|---|--|-----------------------------------|---|-----------------|--|
| Accessible school office | Relocation of School office to ground level | By April 2017 | School office at ground level with appropriate access | LA funding | This has provided appropriate access without having to travel through additional gates and to a first floor office |
| Accessible Toilet required | Conversion of cupboard within school to accessibility toilet | By April 2017 | Accessible Toilet within the main school building | LA funding | Provision in place |
| Stair lift required on curriculum level | Installation of stair lift for 6 steps | As required - monitor pupil needs | Access for any wheelchair or mobility scooter around the whole site | Funding | |
| Stair lift required to gain access to offices / staffroom | Installation of stair lift for full flight of stairs | As required - monitor staff needs | Access for any wheelchair or mobility scooter around the whole site | Funding | |
| Accessibility fire escape access | Installation of ramp at appropriate gradient | As required - monitor staff needs | Access for any wheelchair or mobility scooter around the whole site | CIF bid funding | This has provided appropriate access from the hall and Y5 area to the outside |