



GREAT BARFORD PRIMARY ACADEMY

Disability Equality Scheme and Accessibility Plan

Introduction

The academy is committed to ensuring equal treatment to all its employees, pupils and any others involved in the academy community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. The academy will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.



Duties under part 5a of the Disability Discrimination Act (DDA) require the Governing Body to:

- Promote equality of opportunity for disabled people; pupils, staff, parents, carers and other people who use the academy or may wish to
- Prepare and publish a disability equality scheme to show how they will meet these duties.

The DDA also requires the Governing Body to plan to increase access to education for disabled pupils in three ways.

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the environment of the academy
- Improve the delivery of information

This scheme and the accompanying action plans set out how the Governing Body will promote equality of opportunity for disabled people.

Definition of Disability

A disabled person is someone who has a **physical or mental impairment** that has a substantial or **long term** adverse effect on his or her ability to carry out **normal day to day activities**.

- **A physical or mental impairment** includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.
- **Long term** means an impairment that has lasted at least 12 months or is expected to last at least 12 months.
- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand perception or the risk of physical danger.

The General Duty

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities



- Promote positive attitudes towards disabled persons – this means not representing people in a demeaning way and it also means not pretending they don't exist and not representing them anywhere at all
- Encourage participation by disabled persons in public life – it is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

How We Will Meet the General Duty and Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of academy life and demonstrates how we are seeking to meet the specific duty, i.e. to produce a Disability Equality Scheme for our academy.

The main actions to be taken to promote disability equality are described in the academy's Accessibility Plan, which will be subject to revision as necessary.

Reasonable Adjustments

The DDA requires academies to make reasonable adjustments to ensure that disabled pupils and users of the academy are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers. Specifically, the academy intends that disabled pupils and users will have the same access to the curriculum, to information and access to the academy environment and facilities as non-disabled pupils and users. In planning developments to deliver this intention the academy considers the needs of current and future pupils and users of the academy. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan; however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents. In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- The extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- The practicality of the adjustment
- The availability of financial assistance
- The financial burden of making the adjustment
- The size of the academy

The academy will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- In the classroom



- In the academy curriculum
- At all times and in all parts of the building

and when

- Disabled persons feel part of the life of the academy
- Disabled persons are included by their peers in all parts of academy life
- Parents or carers of disabled students feel their child is part of the life of the academy
- Staff feel confident in working with disabled pupils



General Duty Main Actions	Action
Promote equality of opportunity	<ul style="list-style-type: none"> • Reference academy Accessibility Plan • As an equal opportunities employer we would ensure that reasonable steps were taken to enable a member of staff with a disability was able to participate fully in academy life e.g. providing special seating • Actively seek views of pupils, staff and users of the academy • Reference SEN policy. Utilise children's support services
Eliminating discrimination	<ul style="list-style-type: none"> • Ensure staff training includes consideration/implications towards any disability • Ensure health and safety considerations are met and relevant training provided e.g. manual handling • Ensure policy review considers the impact of disabilities • Lesson planning considers full involvement of pupils with disabilities
Eliminating harassment	<ul style="list-style-type: none"> • Reference Anti-Bullying Policy (reviewed annually) • Reference SEAL PSHCE programme of work
Promoting positive attitudes	<ul style="list-style-type: none"> • Staff actively encouraging understanding by pupils of the impact of disabilities on accessing the curriculum • Ensuring that there are positive images in academy books and other materials
Encouraging participation in public life	<ul style="list-style-type: none"> • Ensure opportunities are taken to provide positive role models of disabled people where possible
Taking steps to meet disabled people's needs, even if this requires more favourable treatment	<ul style="list-style-type: none"> • Visitors to the academy – practical steps are taken to ensure visitors' needs are met, e.g. disabled toilet facility, disabled access parking in close proximity to the academy, preferential seating when required, assigning a person to support where necessary • Pupils – ensuring that their needs and wishes are taken into account when making decisions regarding participation in academy life, e.g. being sensitive to pupil's feelings with regard to participation in some events such as sports day • Staff – training where necessary

Accessibility Plan

At the time of writing we have no children or staff with physical or sensory impairments. This Accessibility Plan has been written to allow the academy to respond quickly to needs as they are identified. Our first action would always be to discuss needs and limitations and seek advice, support and guidance as appropriate from outside agencies.

Already achieved: New medical room and disabled toilet	May 2005
Additional disabled toilet	May 2006
Sound system in Eagles classroom	Sept 2006



Improvements to the Curriculum and Improving the Delivery of information to Disabled Pupils and Adults

Target	Planned Action	Time	Responsibility	Cost
To ensure all policies and procedures are SEND compliant.	Check policies and procedures at time of review	On going	Head, SENDCo and GB	-
To ensure all information is available to all regardless of disability.	To identify support and from the local authority as required e.g. with regard to obtaining transcriptions for the visually impaired.	As required	Head, office manager, SENDCo	-
To ensure that all signs and notices are easily seen and reach by a wheelchair user.	Place all signs and notices where a wheelchair user can easily see and reach them.	On going	Office manager	-
To ensure that all staff have regular updated training on known individual needs and disability awareness training	To identify training from the local authority as required.	On going	Head, SENDCo	Unknown
To investigate accessibility options within academy's ICT systems	Explore ICT software as a way of supporting pupils with disabilities as required.	As required	SENDCo	Unknown

Improvements to the Physical Environment

To ensure that as each area of the academy is redecorated/refurbished the needs of people with disabilities are considered.	Premises, Health and safety Committee to ensure this is discussed when work is agreed.	On going	Head, Chair of Premises, Health and Safety	Unknown.
To ensure ease of access for all wheelchair users.	Change exit doors so that they open outwards with minimum of 850mm clear passage width.	As budget permits	Head, GB	£3000
To ensure ease of access for all wheelchair users.	Change identical twin main entry doors to a door and a	As budget permits	Head, GB	Unknown



	<p>half with larger door 900mm.</p> <p>Install on demand automatic opening mechanism.</p> <p>Lower the call entry panel to an accessible height.</p> <p>Change the dual handle opening with an alternative secure system to enable single handed operation.</p>			
To ensure the reception office can be accessed easily by wheelchair users.	Change the Reception office counter so that it is provided at two heights. A section of the counter should be at a height of 760-800mm, with a minimum knee space 800mm wide, 500mm deep and 700mm high. The remaining section of the counter should be at a height of 950 -1100 mm.	As budget permits	Head, GB	Unknown
To assist pupils and visitors with hearing impairment.	To explore the costs of installing induction loops throughout the academy.	As required	Head, GB	Unknown
To improve access to all the classrooms.	Construct ramps to provide level thresholds to Robins and Wrens external classroom doors.	As required	Head, GB	
To improve access to all the curriculum for all pupils	Provide ramped access to swimming pool.	As required	Head, GB	Unknown