

## School Access Plan

### Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. The Governing Body has had three key duties towards children with a disability:

- to avoid treating children with a disability less favourably than others, for a reason related to their disability;
- to make reasonable adjustments for children with a disability, so that they are not at a substantial disadvantage;
- To plan to increase access to education for children with a disability.

### Definition of Disability

A disabled person (child or adult) 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**.

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

Someone with an impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment. Some people are automatically deemed to have a disability covered by the Act – those with HIV, cancer, MS and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

### Key Objective of the Access Plan

The Access Plan as a vehicle for removing obstacles that slow or block progress for children, and prospective children, with a disability. Its aim is to reduce and, where possible, eliminate barriers to:

- access to the curriculum and,
- full participation in the school community,

### Principles

- Compliance with the Equality Act 2010 is consistent with: the school's aims; Equal Opportunities Policy and Additional Needs Team (ANT) processes.

- The school recognises its duty under the Equality Act 2010:
  - not to discriminate against disabled children in their: admissions; exclusions; provision of education and associated services;
  - not to treat disabled children less favourably;
  - to take reasonable steps to avoid putting disabled children at a substantial disadvantage;
  - to publish an Access Plan.
- The school recognises and values parents’/carers’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the right of the parent/carer and student to appropriate confidentiality.
- The school provides all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual children and their preferred learning styles; and endorses the key principles in the new National Curriculum framework, which underpin the development of a more inclusive curriculum. This includes:
  - setting suitable learning challenges;
  - responding to children’ diverse learning needs;
  - Overcoming potential barriers to learning and assessment for individuals and groups of children.

This section outlines the main activities which the school undertakes, and is planning to undertake to achieve the key objective as outlined above.

### **1. Education and related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisors/consultants, and of appropriate health professionals.

### **2. Physical environment**

The school will take account of the needs of children 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 systems/treatment and colour schemes, and more accessible facilities and fittings. It will make reasonable adjustments where necessary.

### **3. Provision of information**

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

## **Management, coordination and implementation of the Access Plan**

The Access Plan will be monitored by the Premises and Finance (Staffing) sub-committee of the Governing Body.

The school’s key officer for the Plan is the School Business Manager, who is also the Health and Safety Officer. The key officers of the Governing Body are the Chair of Governor and the Governor i/c Health and Safety.