



## ACCESS / ACCESSIBILITY PLAN

### Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools 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

We recognise the need to provide adequate resources for implementing plans and will regularly review them in line with our finances.

### Definition of 'Disability':

Under the law a disabled person is someone who has **a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.**

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

People who were disabled in the past (for example, cancer recoverers and people with a history of mental illness) are still covered by the legislation for the rest of their life.

### Vision and values:

Our School fully supports the vision of Norfolk Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Norfolk Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

At Northrepps we have pupils, parents and members of our school community meeting the definition above. Our staff are made aware of these disabilities and regular updates are communicated as appropriate. Our school has a proven good track record of supporting disabled adults and pupils in order to enable them to fully participate in school life, achieve well and to fulfill their roles in the school community. All staff and governors are aware of the Equalities legislation and have contributed to and adopted our Equalities Policy (2014). Our school buildings, though originally Victorian, have been adapted and modernised to enable full access for our current pupils, parents and staff; however, we are mindful of the need for adaptations should our cohorts change. Our school policies and practices provide for an

inclusive education and aim to support rather than hinder (e.g. around the administration of medicines, time-tabling, anti-bullying and racial awareness policy, school trips, teaching and learning). Our outcomes for our disabled pupils show good progress at the end of key stages and growing participation in extra-curricular activities. Our pupils, parents, staff and governors are regularly consulted on their views of what our school is doing and how it could be further improved; these views form the basis for our annual School Development Plan.

Under the Disability Discrimination Act our school premises, curriculum and policies were reviewed to ensure compliance; as such our premises and curriculum meet the needs of our current school community. However, we are mindful that adaptations will need to be made as appropriate in the future.

## **Access Plan Priorities for the Future:**

### **1. Physical environment**

- an accessible toilet facility that is large enough to accommodate a toilet and washbasin, bed, hoist and space for child, wheelchair and up to two adults.
- Installation of a chair lift to enable access to our staff resource area for disabled adults
- Provision of doors wide enough to accommodate powered wheelchairs
- Provision of ramps to replace the small stone steps which currently give access from our playground
- Training from Health professionals for staff and volunteers to carry out procedures for complex needs pupils
- Developing a medical room for complex needs pupils as no appropriate space is currently available
- Ensuring corridors are free from clutter so that they do not pose a barrier to access, and that adjustments are made to classroom layouts in order to facilitate access.
- Provision of specialist furniture in order to access the curriculum, as prescribed by Occupational Therapists.
- Provision of auxiliary aids and services as appropriate.

### **2. Access to the curriculum**

- Provision of alternative activities e.g. cross country running may be inappropriate for an individual wheelchair user so an alternative physical activity such as table tennis or swimming will be offered. Handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative.
- Planning specific staff training to improve access to the curriculum.
- Purchasing specialist equipment to increase access to the curriculum for disabled pupils e.g. more books with large print, writing slopes and pencil grips, or adjustable desks and chairs.
- Reviewing the participation of disabled pupils during lesson observations will inform future developments in inclusion.
- Ensuring our school visits provide for more accessible venues and a creative approach to staffing.
- Plan to have our own accessible transport when the need arises to avoid costly private hire.

### **3. Access to written information**

- Raise awareness of font size and page layouts to support pupils with visual impairments
- Use different coloured papers and overlays to support pupils with visual impairments or dyslexia
- Audit the school library to ensure the availability of large font and easy read texts
- Audit signage around the school to ensure that it is accessible to all

**At least annually the Headteacher will provide Governors with an analysis of disabled members of this school community, how their needs are being met and any future provisions needed.**

**Dated: May 2017      Review: May 2019**

**Agreed by staff May 2017.**

**Agreed by the Governors:**

Signed by the Chair of Governors: *John Longhurst* Date: 08/06/17

Signed by the Headteacher: *Angie Hamilton*