



## **DISABILITY EQUALITY SCHEME ACCESSIBILITY PLAN**

### **1 Scope**

This scheme enables Teignmouth Community School to fulfill its duties under legislation for the Disability and Discrimination Act 1995 (DDA) and DDA 1995 part 4 (as amended by the SEN and Disability Act 2001 – SENDA) and takes full notice of the Code of Practice for Colleges published by the Disability Rights Commission 2002. The DDA definition of a disabled person is 'a person who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities'.

A disability can be defined as:

- physical (for example difficulties moving, using a wheelchair);
- mental (for example depression or brain injury);
- learning disability;
- long term illness or health condition (for example MS, cancer, HIV, epilepsy, diabetes);
- it also includes conditions such as dyslexia, speech problems and disfigurements

### **2 Requirements**

As a school, we work hard to ensure that our culture and ethos are such that whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect; pupils and staff have an opportunity to experience, understand and value diversity. We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in all forms of school life.

#### **Pupils**

Having a disability does not imply that a student has for that reason alone, Special Educational Needs, under the terms of the Education Act 1996 and the code of practice. Therefore, each student with a disability will require separate consideration and treatment.

It is unlawful to treat a disabled person less favourably for reasons related to his/her disability than a person that does not have a disability, without justification. In fact a disabled person may be treated more favourably, if it improves their access to the curriculum or aids their movement around the site. The school values the full range of its pupils and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled pupils, while bearing in mind the interests of other pupils.

The school is required to make, under the terms of SENDA 2001:

- improvements in access to the curriculum for disabled pupils;
- physical improvements to increase access to education and associated services (e.g. extra-curricular activities); and
- improvements in the provision of information in a range of formats for disabled pupils.

Our two key duties are:

- Not to treat those with disabilities less favourably
- Make reasonable adjustments (anticipate their needs).

**Staff**

The school values each member of staff for their contribution and will seek to ensure that no member of staff is disadvantaged by reason of his/her disability. The school aims, within the constraints of the resources available, to ensure that no member of staff is less favourably treated in the school's procedures and practices in respect of: recruitment, performance management, promotion, staff development, teaching environment and access to the premises. The school will examine each case of disability to determine the best adjustments that can be made to accommodate the individual's needs.

**Visitors**

The school seeks to ensure that all disabled visitors to the site have access to as much of the premises as is reasonably possible and will make every effort to ensure the ease and comfort of those visitors whilst on site.

**The LGB has:**

- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
  - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
  - treat disabled pupils less favourably
  - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring this policy is maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link Governor to visit the school regularly, to liaise with the headteacher and the SENDCo and to report back to the Board.

**The headteacher will:**

- work closely with the link Governor, SENDCo and School Manager;
- work closely with parents and School Manager to ensure that the needs of disabled pupils and staff are met
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- oversee the implementation of the policy;
- in conjunction with the Board of Governors and School Manager, devise a new Accessibility Plan every three years where applicable;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and Governors in the matter of disability discrimination;
- ensure all school staff, pupils and parents are aware of and comply with this policy;
- report to the Board on the procedures in place for school staff with disabilities;
- inform the Board on the training programme for school staff;
- monitor the effectiveness of this policy;
- monitor the effectiveness of the Disability Accessibility Plan for pupils;

- annually report to the Board of Governors on the success and development of this policy

**The School Manager or Policy Coordinator will:**

- lead the development of this policy throughout the school;
- work closely with the headteacher, SENDCo and the nominated Governor;
- ensure the needs of disabled staff and pupils are fully considered in any strategic planning for the development of the site
- provide guidance and support to all staff;
- regularly discuss the development needs of individual staff or pupils with disabilities
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;

Development Area	Targets	Strategies	Expected Outcomes
Delivery of the Curriculum	All pupils to have a tailored, personalised curriculum	Differentiation in all lesson planning. PSHE delivered to all which contributes to changes in attitudes RWI at Mill Lane SEN provision, including My Plans and SEND review meetings Literacy, Numeracy Support, dyslexia screening, ASC Support	Personalised curriculum  Progress is in line or higher than that of other pupils  Increase pupil attendance, safety, behavior and wellbeing in order to ensure every child achieves their potential
The Physical Environment of the School	Celebrate our site being 85% wheelchair accessible.  To improve signage around the site.  Ensure paths are even and wheelchair friendly.  Ensure emergency evacuation procedures are robust.	Consider SEN friendly signage Ready access to resources to support pupils	Increased access for PE and Outdoor Learning lessons.  100% wheelchair access to all parts of the school.  Evacuation response times are quick.
Provision of Information in Other Formats	Website School Newsletter	Develop the website for disability access  As required for hearing impaired parents and pupils	Ensure website is SENDA compliant
Statutory Assessments	Access arrangements made for all statutory assessments, in line with DfE guidance	Regular application for access arrangements, in line with DfE guidance	Access arrangements made when relevant to DfE

### 3 Key Terms and Definitions

ACRONYM	TERM	DEFINITION
DDA	Disability Discrimination Act	Legislation of 1995
SEN	Special Educational Needs	A term to define the difference in educational abilities for specific pupils
SENDA	Special Educational Needs and Disability Act	Legislation of 2001
LLC	Local Learning Community	In reference to particular area within the school
CAL	Centre for Appropriate Learning	Area of Special Educational Needs
RWI	Read Write Inc.	Literacy strategy for KS1 and 2
ASC	Autistic Spectrum Condition	A grading process for levels of autism
SEAL	Social and Emotional Aspects of Learning	A learning strategy for student and adults

### Amendment Record

VERSION #	DATE	AMENDED BY	NATURE OF CHANGE
1	01.09.2012		
2	15.09.2014	MKS	Development areas and targets
3	22.6.22	LM	Access arrangements
4	19.6.2022	AW	Update