

# St. Andrew's C E Primary School



## Disability Discrimination Act (DDA) & Accessibility plan

*3-year period covered by the plan - 2016 - 2019*

### Introduction

At St. Andrew's CE Primary School we strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of the school community, **everyone** is equally valued and treat one another with respect.

Our definition of disability is:

1. **“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.”**
2. **“Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.”**

We recognise:

- Our duty under the Equality Act 2010, which superseded the Disability Discrimination Act (1995) ensures that our school will:
  - ❑ **not treat disabled pupils less favourably for a reason related to their disability;**
  - ❑ **make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;**
  - ❑ **plan to increase access to education for disabled pupils.**

**This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA/Equality Scheme:**

- ❑ **increasing the extent to which disabled pupils can participate in the school curriculum;**

- **improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;**
- **improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.**

## **1. Starting points**

### **1A: The purpose and direction of the school's plan: vision and values**

St. Andrew's C E Primary School has high expectations for all pupils (including those with a disability and/or special needs) and expects them to participate in all areas of school life.

The Accessibility Plan also links to the school inclusion and admissions policy.

## **2. The main priorities in the schools plan**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

All staff are aware of the DDA.

All teachers are made aware of the details of individual students special needs and disabilities so that they can arrange the physical learning environment accordingly and provide suitable differentiated educational materials. Details are also provided in Learning Plans/Statements/EHCP's.

A new SENDCO was appointed in September 2015 to work solely as the coordinator and not be linked to a classroom base.

### **2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

All changes and improvements to the school will conform to DDA/Equality standards. The school will continue to regularly re-examine provision.

The school will be mindful of the need to ensure that Devolved Formula Capital funding is available for adaptations as they become necessary.

#### **Action**

- **The identification of additional space for Inclusion to provide a sensory room with resources, will be a priority.**

### **2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

Where appropriate, other methods of providing written information will be sourced including, if required, Braille, interpretation, amanuensis, loop-audio system and one-to-one support from Teacher or Teaching Assistant.

The seating position for students with impaired vision and hearing will continue to be managed to benefit the individuals.

Other appropriate provision will be researched if necessary, including PC equipment for physically disabled students.

### **3: Making it happen**

#### **3A: Management, coordination and implementation**

- The Leadership team will raise awareness of the requirements of the DDA/Equality for staff, pupils and visitors.
- The Head Teacher will liaise with the SENDCO and all other staff to ensure the appropriate provision is in place.
- Staff meetings will keep the item on the agenda for regular review and update
- All findings from self review will feed into the School Development Plan
- The Asset Management Plan allows for the regular review of the buildings and an annual inspection of the premises. The Head Teacher and Building Surveyor will pay special attention to the DDA/Equality requirements of pupils, staff and visitors in their physical inspections and maintenance. This will be linked closely to the annual Health&Safety Audit and Fire Risk Assessment Audit.
- The Governing Body will address equality duties as they apply to employment of people with disabilities and where reasonable adjustments will apply in the following

Recruitment and Selection

Terms and conditions of employment

Place and hours of work

Access to work

Induction and Professional Development

Full participation in the life of the school

### **3B: Getting hold of the school's plan**

- The plan will be available on request in school
- The plan will be found on the school website
- The plan will be found in the school prospectus