

Nower Hill High School

Accessibility Plan 2016-19

Context

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students.

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

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed as necessary. The school was assessed by Direct Access Consultancy Ltd and the findings recorded in their report dated 4th October 2012. An Accessibility Action Plan showing how the school will address matters raised is shown on the school website.

Disability Equality Scheme

1. School Ethos, Vision and Values

Nower Hill High School is committed to ensuring equal treatment of all its employees, students and any others involved in the school 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 school will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

This document is to be read in conjunction with the following policies:

- Teaching and learning policy
- Literacy policy
- Behaviour policy
- Equal Opportunities policy
- Additional Educational Inclusion policy
- Discipline Policy and Code of Conduct
- SEID/TEIDS Inclusion policy
- Safeguarding policy
- Anti-bullying policy
- ICT user policy

1.1 What is understood by 'disability'?

'Disability is a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out day to day activities' (DDA 1995 Part 1 para 1.1). This definition was amended and broadened in December 2005 under the Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically recognised has been removed

The Disability Equality in Education (DEE) recommends that all students with SEN and those with long-term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all students with long-term impairments, which have a significant impact on their day to day activities.

1.2 The School's Strategic Priorities

The whole school priorities identified in the School Improvement Plan will incorporate the needs of all members of the school.

1.3 Strengths and Weaknesses

All aspects of school life actively promote an environment of equality and inclusion for all members of its community. Any shortfall in the school's physical environment are clearly identified and prioritised in the Accessibility Action Plan.

2. 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 Disability Discrimination Act 2005
- Eliminate harassment of disabled persons that is related to their disability
- Promote positive attitudes towards disabled persons – this means not representing people in a demeaning way, and it also means not pretending they do not 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 students in a disabled setting so they do not feel pushed into activities they do not wish to take part in
- Take steps to consider disabled persons' disabilities, even when that involves treating disabled persons more favourably than other persons

(DDA 2005 s. 49A)

3. How will we meet the General Duty and Specific Duty

The production of this Disability Equality Scheme provides us with a framework for integrating disability into all aspects of school life and it demonstrates how we are seeking to meet the specific duty.

These actions are clearly identified in the Accessibility Action Plan.

3.1 Involvement of disabled people in developing the Scheme

It is the intention of the school to consult with staff, parents and carers of students with disabilities to aid in the development of this scheme by taking account of their views when making appropriate adjustments. This consultation process will be ongoing.

The Accessibility Action Plan will be available on the school website and progress made will be reported annually.

3.2 Developing a voice for disabled students, staff and parents/carers

Monitoring, review and evaluation will be an integral part of the scheme. The Disability Working Party made up of staff will meet each term to assess progress. The Working Party will report each term to the Senior Leadership Team and the school's Governing Body.

3.3 Removing barriers

Physical communication barriers to making the school more accessible are detailed in the Action Plan.

3.4 Eliminating harassment and bullying

Please refer to the school's Anti-bullying Policy.

3.5 Reasonable adjustments

The views of students and parents are regularly collected. All new parents and families to the school are made aware of the school's physical accessibility and individual family needs are recorded.

3.6 School lettings

Areas of the school used by the community are accessible by all. The disabled parking spaces are located as close as is practicable to the ramped entrance. The number of spaces will be increased to meet individual needs, for example staff and visitors with interim mobility needs.

3.7 Contractors

Any outside contractor being employed by the school will be required to support the school's disability awareness procedures.

3.8 Reviewing/Monitoring

The Accessibility Action Plan will be reviewed each term by the Disability Working Party and monitored annually at the Environment & Premises Committee of the Governors. The Disability Equality Scheme will be revised every three years.