



**Towngate Primary Academy  
Disability Equality Scheme Accessibility Plan**

Date	Review Date	Coordinator	Nominated Governor
September 2020	July 2021	Headteacher	Mrs Joanne Crook

This policy should be read with the following policies:

- Disability and Special Educational Needs Policy
- SEND Code of Practice (June 2014)
- Equality Act 2010

**Introduction**

The Local Governing Board of Towngate Primary Academy believes that we work hard to ensure that the culture and ethos of this academy are such that, whatever the abilities and needs of members of the academy community, everyone is equally valued and treat one another with respect. This academy provides pupils with the opportunity to experience, to understand and value diversity.

We have a duty to prohibit all forms of illegal discrimination against academy personnel, pupils, parents/carers, visitors and all users of the academy and not to treat disabled people less favourably than able people.

**Definition of Disability:**

**Disability is defined by the Disability Discrimination Act 1995 (DDA):**

*‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’*

This covers the following categories:

- Physical co-ordination
- Manual dexterity
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

### **The purpose and direction of the Academy’s plan: vision and values**

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 academy life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the academy premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for academy personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and academy personnel in all aspects of academy life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to be an inclusive school, creating a safe caring environment for all our pupils to experience success, happiness and excellence, actively seeking to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. All academy users will benefit from the disability equality scheme as it will allow them to take full benefit of the opportunities that this academy offers irrespective of ethnicity, faith, attainment, age, disability, gender or background.

### **Aims of the Plan**

- To ensure that all academy personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the academy community for pupils, prospective pupils and our adult users with a disability.

### **The main priorities in the academy’s plan:**

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

## Action plan – see appendix 1

### **Roles and Responsibilities**

#### Role of the Local Governing Board - the Local Governing Board has:

- Delegated powers and responsibilities to the Headteacher;
- Delegated powers and responsibilities to the Headteacher to ensure all academy personnel and visitors to the academy are aware of and comply with this policy;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring policies are made available to parents;
- Nominated a link governor to visit the academy regularly, to liaise with the Headteacher and to report back to the Local Governing Board;
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

#### Role of the Headteacher will:

- Work closely with the key person responsible for overseeing the premises and training opportunities.
- Oversee the implementation of the policy, Scheme and Plan;
- Ensure all academy personnel, pupils and parents are aware of and comply with this policy;
- Report to the Local Governing Board on the procedures in place for academy personnel with disabilities;
- Inform the Local Governing Board on the training programme for academy personnel;
- Monitor the effectiveness of this policy;
- Monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- Annually report to the Local Governing Board on the success and development of this policy.
- Helping pupils to recognise, understand and learn how to treat people with disabilities by:
  - Identifying different kinds of disabilities;
  - Visualising what it might feel like to be disabled;
  - Supporting and interacting with disabled people;
  - Empathising.
- Ensuring good lines of communication are in place with parents namely:
  - Newsletters;
  - Regular information letters;
  - Website;
  - Annual pupil reports;
  - Termly parent-teacher consultations;
  - Curriculum evenings;
  - PTA events.

- Identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;

Role of the key person responsible for managing the premises

The key person will fully integrate disabled people into this academy by:

- Undertaking a needs analysis that will identify what improvements to the academy building plus other issues that need to be taken into account;
- Identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the academy provides;
- Identifying what needs to be done to improve the physical environment of the academy that will increase the extent to which disabled people can have access to the education and other services that this academy offers;
- Identifying what needs to be done to improve communicating written information to disabled people;
- Identifying what needs to be done to improve our provision of courses for adults and families who have particular needs in the community;
- Identifying the training needs of academy personnel;
- Annually review this policy and the Disability Accessibility Plan.

Role of Academy Personnel

Academy personnel will:

- Comply with all the afore mentioned aspects of this policy;
- Attend the appropriate training programme.

Role of Pupils

- Pupils will be aware of and comply with this policy.

Role of Parents - Parents will:

- Be made aware of this policy;
- Work closely with the academy.

**Monitoring the Effectiveness of the Policy**

Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the Local Governing Board.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Local Governing Board:</b>		<b>Date:</b>	

## Accessibility Action Plan: Sept 2019-2020

Objectives	Action			Timescale	Monitoring Method: Who? How?
	How	People	Resources		
<i>Improve access for pupils who may experience difficulty moving around the school.</i>	<i>Ensure care plans are in place to support all pupils with mobility difficulties</i>	<i>SLT SEND/Inclusion team Parents</i>	<i>Accessibility and Care Plan Planning time for SENDCO</i>	<i>On-going</i>	<i>Caretaker - annually SENDCO – monitor as required</i>
<i>To ensure all staff receive relevant and timely training on a range of effective strategies</i>	<i>School seek advice from professionals. Update SEND policy and staff handbook. Keep training update and rebook when necessary.</i>	<i>SLT Services for Education SENART Headteacher</i>	<i>Staff training costs Visiting speakers/trainers</i>	<i>On-going</i>	<i>Head Teacher SLT SENDCO</i>
<i>Ensure that the curriculum is constantly evolving and meeting the needs of all pupils.</i>	<i>Consider needs of specific pupils, both for school and off-site activities. Raise awareness of disability, equality via Staff meetings, across the curriculum, assemblies, visitors</i>	<i>Disability Rights Commission On-line resources Visitors such as Kidz-Aware. SLT to observe classroom practice</i>	<i>Updating resources where needed to reflect diversity.</i>	<i>On-going</i>	<i>SLT SENDCO Teaching staff</i>
<i>Ensure that all school trips &amp; residential visits are accessible for pupils with learning or physical disabilities.</i>	<i>Thorough planning. Advance visits.</i>	<i>Head Teacher / SLT SENDCO Teachers</i>	<i>Leaders planning time for risk assessments Pre-visits where possible</i>	<i>On-going</i>	<i>Head Teacher EVC Trip leaders. Feedback from pupils</i>
<i>Ensure that after-school clubs and care provision facilities are accessible for all pupils.</i>	<i>Ensure access is available for all pupils including those with physical or sensory</i>	<i>PE Leader Leaders of extra-curricular clubs Teachers SLT</i>	<i>Budget for clubs provision. New equipment as needed</i>	<i>On-going</i>	<i>Head Teacher monitoring Feedback from parents and pupils</i>

	<p><i>disabilities. Provide adult support if necessary. Make physical adaptations as required.</i></p>				
<p><i>Ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.</i></p>	<p><i>Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.</i></p>	<p><i>All Staff Subject leaders Advisors for sensory impairments. Subject advisors</i></p>	<p><i>Curriculum costs Resources Subject leader release time</i></p>	<p><i>On- going</i></p>	<p><i>Head Teacher SLT SENCO</i></p>