

Halesbury Accessibility Plan

2017 - 2020

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Section 1 Introduction

Disability Discrimination Act

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 pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To 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:

- 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The plan must be renewed every three years. The current time frame is 2017- 2020.

Disability Equality Duty

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities

- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The duty does not create new individual rights for disabled people. The duty provides a framework for schools to carry out their functions more effectively and to tackle discrimination and its causes in a proactive way. The duty thus reinforces the pre-existing duties under the Act. There are both general and specific duties. These duties are described in more detail in the next section. The most important specific requirement is for public authorities, including schools, to have a Disability Equality Scheme. This requirement for schools came into force in December 2006 (for secondary schools) and December 2007 (for other schools). This plan covers the requirements of the Scheme.

Section 2 Definitions and Duties

Disability Discrimination Act

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has:

A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

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

A child's ability to memorise, concentrate, learn, speak, move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may therefore amount to a disability.

Long-term and substantial

The expressions 'long-term' and 'substantial' are somewhat misleading. 'Long-term' is defined in the DDA as 12 months or more. Clearly this rules out conditions such as a broken limb which is likely to mend within that time. 'Substantial' means 'more than minor or trivial' but it may helpfully be thought of as meaning 'having some substance.' The combined effect of these two terms is to include more people in the definition of disability than is commonly anticipated.

The definition in the Disability Discrimination Act (DDA) is broad. It includes more pupils than many people think. There is a significant overlap with pupils with special educational needs, though the definition of special educational needs does not cover all disabled children, for example: pupils with medical conditions, disfigurements and other impairments may count as disabled but may not have special educational needs.

The existence of an impairment or condition does not depend on an official diagnosis. If the impairment is long-term and has a substantial adverse effect, it falls within the terms of the Act whether there has been an official diagnosis or not.

The Duties in Part 4

It is unlawful for schools to discriminate against disabled pupils. A school discriminates if:

- It treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification
- It fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the 'reasonable adjustments' duty

The reasonable adjustments duty requires schools to think ahead, anticipate the barriers that disabled pupils may face and remove or minimise them before a disabled pupil is placed at a substantial disadvantage. Reasonable adjustments may need to be made in admissions, exclusions and 'education and associated services,' a term that covers every aspect of the life of the school. A Code of Practice, published by the Disability Rights Commission (DRC) provides guidance on the way that the duties operate.

In general it is the governing body of the school that is the 'responsible body' for the DDA duties and needs to ensure that everyone in the school, staff or volunteer, is aware of the duties owed to disabled pupils. To avoid discrimination against any disabled pupil, all staff need to implement the duties in relation to their area of responsibility.

If parents think that their child has been discriminated against, they have a right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal. If the Tribunal finds that a school has discriminated unlawfully against a disabled pupil it can order any remedy that it sees fit, except financial compensation.

Disability Equality Duty

The changes to the DDA 1995 brought about by the DDA 2005 have brought about a change in focus from a reactive to a proactive attitude to disability. The Disability Equality Duty includes both general and specific duties. The DRC again provides Codes of Practice for public authorities and schools must have 'due regard' to the Codes.

Due Regard

"Due regard" comprises two linked elements: proportionality and relevance. In all their decisions and functions schools should give due weight to the need to promote disability equality in proportion to its relevance. This requires more than simply giving consideration to disability equality.

Disability equality will be more relevant to some functions than others. Schools will need to take care when assessing relevance, as many areas of their functioning are likely to be of relevance to disabled people.

Proportionality requires greater consideration to be given to disability equality in relation to functions or policies that have the most effect on disabled people. Where changing a function or proposed policy would lead to significant benefits to disabled people, the need for such a change will carry added weight when balanced against other considerations.

It will not always be possible for authorities to adopt the course of action which will best promote disability equality but schools must ensure that they have due regard to the requirement to promote disability equality alongside other competing requirements.

The General Duty

The general duty requires schools to consider the six issues listed in the Introduction in all actions which they take. The key task is to consider the promotion of disability equality and making sure it is, over time, mainstreamed into all school functions. This includes activities inside and out of the classroom as well as all other aspects of school life e.g. extended schools, school lettings, employment etc.

The general duty requires schools not only to have due regard to disability equality when making decisions about the future. They will also need to take action to tackle the consequences of decisions in the past which failed to give due regard to disability equality. This is best approached by working towards closing the gaps in outcomes.

The general duty will build on existing responsibilities under disability legislation in relation to schools, including the duties to make reasonable adjustments, and to plan strategically to increase access to schools over time. Schools can implement the general duty by actively reviewing all their policies, procedures and planned access improvements to remove barriers with a view to greater recruitment and retention of disabled staff; and greater participation of disabled pupils, disabled parents and disabled people in all aspects of school life, in the wider community and in the non-educational services they might provide.

Schools will use the framework of the specific duties to structure their information gathering and action planning in relation to the duty. Involving and/or informing disabled people and where appropriate both disabled parents and parents of disabled children in setting the plans are good practice for the general duty to have relevance.

The Specific Duty

The specific duty regulations require authorities, including schools, to produce and publish a Disability Equality Scheme, to implement certain aspects of the Scheme and to report on it.

- a school should publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties
- a school should involve disabled people in the development of the Scheme
- the Scheme should indicate
- steps which the school will take towards fulfilling its general duty (the “action plan”)
- the local authority’s arrangements for gathering information in relation to employment, and, where appropriate, its delivery of education and its functions
- the local authority’s arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing subsequent Disability Equality Schemes
- a school must, within three years of the Scheme being published, take the steps set out in its action plan (unless it is unreasonable or impracticable for it to do so) and put into effect the arrangements for gathering and making use of information
- a school must publish a report containing a summary of the steps taken under the action plan, the results of its information gathering and the use to which it has put the information

Section 3 Vision and Values

- The school's ethos; 'Achieve, Believe, Challenge, Building on our strengths', encapsulates the vision for the school. We want pupils at the school to be educated to enter society with a sense of self-worth, pride in their abilities, the core values of tolerance and respect, and willing to contribute where possible to their community.

Halesbury School has high ambitions for its pupils and expects them to participate and achieve in every aspect of school life. Halesbury School's commitment to equal opportunities is driven by their adapted Curriculum which promotes Inclusion. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Halesbury School aims to identify and remove barriers to disabled pupils in every area of school life.

Halesbury School makes all children feel welcome irrespective of race, religion, beliefs, gender, sexual orientation or impairment.

Section 4 Accessibility at Halesbury School

Halesbury School's governors and staff will have regard to the "Code of Practice for Schools" issued by the Disability Rights Commission (DRC) concerning the DDA. The school will also follow the guidance issued by the DfES in 2006 entitled "Implementing the Disability Discrimination Act in schools and Early Years settings."

Halesbury School will ensure that all staff and governors are aware of the implications of the DDA and, through training and development opportunities, embed the good practice across all aspects of school life.

During the period of the first Accessibility Plan in 2014 -17 Halesbury School worked hard to achieve its vision and a number of the successful outcomes are listed below:

The curriculum across the school was revised for relevance to the changing needs of the pupils

The assessment practices were reviewed and DAPA devised and revised with the obsolescence of NC levels

Classes were reviewed and parallel ones set up by ability and need within key stages

The next steps to improving the curriculum and buildings will always be reflected in the School Development plan.

The Reception redesigned with a changing room facilities and toilets

Reception class has had a Quiet/Time Out room built

Orange Classroom's teaching space has been increased by taking down the partition wall

The toilets and hygiene were refurbished for Key Stage 3 and 4

The sensory room have been refitted.

College courses for Key Stage 4 were revised to include preparation, transition for life and living opportunities

At Halesbury School we try to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

On 'access to the curriculum,' we will incorporate inclusive developments that may include national strategies, local initiatives and in-school developments.

Lesson observations include aspects of inclusion in teaching and learning.

Scheme of Work revisions include measures to ensure that all pupils can access the curriculum.

There is a rolling programme of improvements which is leading to holistic embedding of the principles.

On 'physical environment,' we have done what we are able to within the resources available. The SLT, staff, school council and governors identified a range of issues with differing levels of importance. We have a desire to improve the environment in a way which promotes inclusion for all pupils and will continue to do so subject to resources being available.

On 'information,' we have tried to use a range of formats to meet differing needs. Visual signs are used in appropriate places for all pupils, and particularly for those who need visual cues to help them. We are aware of services to produce alternative formats if necessary.

We will use our information systems to monitor our progress as a school and the progress of children with disabilities within the school to ensure that we are helping all children achieve.

Site Manger reports at every Finance premises on the school building and progress

Section 5 Involvement

1. There is an active school council where we consult with the children on what they see as necessary changes for the school
2. An annual survey of parents/carers allows them to suggest changes for the school
3. The governing body is actively involved in discussing the progress and monitoring of the school development plan for improvement (SDP)
4. Halesbury's Family Outreach Service is active and popular with parents and children. It is a useful conduit for new ideas and suggestions

5. All staff contribute to the SLP

Section 6 Management, Coordination and Implementation

The Head teacher, SLT and Governors have oversight of accessibility planning, although staff, pupils, parents and carers can be consulted. As plans involve HR and financial matters, both committees can be involved.

The annual SLP will be a significant tool in making changes and improving accessibility.

Data sets will inform the SLT and Governors of any groups who may appear to be disadvantaged in terms of accessibility to the curriculum and progress.

The school will continue to strive to maintain quality inclusion.

EHCP transfers and reviews will help to inform on accessibility, well-being and progress.

Regular questionnaires to staff and parents will inform planning as necessary.

2017/18 Halesbury School Action Plan.

Halesbury will undergo a major £1.3 million build replacing 2 mobiles and significantly increasing teaching space and toilet facilities.

Room 10 Rainbow Class (KS1 ASD) will be Doubled in size with an extension.

Room25 Purple Class (KS2 ASD) will be doubled in size by knocking down the partitioning wall

Science Room Mobile will be knocked down and replaced with a modern fit for purpose Science Classroom.

1 new Science prep room/office will be built

Room 64 will cease being a Key Stage 3 and 4 classroom, 2 new classroom will be built.

Room 64 will be modernised and redeveloped to be a learning Mentor, Family Outreach and Nurture facility.

A new ICT room will be built

2 new offices will be built

1 new PPA room will be built.

A new corridor will join the Art room and DT Room

1 new Key Stage 4 ASD base will be built.

1 New time/out/relaxation room will be built

Male and Female changing rooms will be built for pupils

Toilet facilities for the whole block

The whole new block will be internalised with corridors so that pupils will not have to access any facilities outside.

A shelter is planned for the front of the school to protect all children and parents who walk to school from the elements.

The whole build will be DDA compliant

Room	Project/Issue	Responsible	Solution	Monitoring	Outcome
Medical Room	To change the room into a purpose built changing facility	SLT/Site Manager	Take down all of the partitions. Electrical Supply. New Floor. Storage Facilities. Electric Hydraulic bed. Hygiene facilities	SLT/Governors and Site Manger	
Yellow Class EYFS	There is a step up to the outside play area which is not DDA compliant for pupils with mobility issues	SLT/Staff in class to manage	No current solution.	SLT/Governors	
Red Class	There is a step up to the outside play	SLT/Staff in class to manage	No current solution.	SLT/Governors	

	area which is not DDA compliant for pupils with mobility issues				
Corridor from Orange Class to access Hall	There are 5 Steps to travel to get to the hall	SLT/Staff and Site Manger	No current solution to the steps. However pupils can travel around into the outside playground to access the hall, however this does not help in bad weather.	SLT/Governors	
Red Class	No access to Hot Water	SLT/Site Manger	Hot water to be fitted for the class in second half of term 1	SLT/Governors	
Rainbow class	No access to Hot Water	SLT/Site Manger	When extension is complete hot water will be fitted	SLT/Governors	
Purple class	No access to Hot Water	SLT/Site Manger	When extension is complete hot water will be fitted	SLT/Governors	
Key Stage 3 and 4 Teaching facilities	Current classroom not fit for purpose.	SLT/Authority and Site Manger	New 1.3 Million pound build to replace current facilities.	SLT/Governors	

ICT Room	Steps leading up to the classroom. No access from the other side	SLT	Change will be part of the new build. Surface will be levelled to one level	SLT/Governors	
Outside Mobiles Room 54 Room 52 Room 56 Room 55	No access to toilet facilities. Pupils have to travel to the main building to access facilities.	SLT	To eventually replace the mobiles	SLT/Governors	
Room 55 and 56	No access to water	S:LT	To eventually replace the mobiles	SLT/Governors	
Outdoor play facilities	Equipment needs replacing, wood is rotting from original build	SLT	Equipment to be checked, modified or rebuilt.	SLT/Governors	
Teaching space for Landbase	New environment needs to be built which is fit for purpose.	SLT	New poly tunnel to be purchased and storage facilities built		
Classrooms	To always consider the teaching environment so	SLT/Middle Leaders	To review equipment and resources		

	that it is always for purpose for the pupils.				
Food Tech room	Children find it difficult to access resources with the current furniture	SLT	New height adjustable table so that all pupils can access food technology lessons.		
Staff and governor training	To keep up to date with all Governor Training for the school	SLT/Governors	Staff and governor training is costed and funded within the school's budget and cover performance management, appraisal, safeguarding and school improvement needs.	SLT/Governor Meetings	
School policies E.g. Discipline School trips Safeguarding	Review of whole school policies E.g. Discipline School trips Safeguarding	SLT	Discipline/behaviour to be reviewed annually. School visits use the EVOLVE system of risk assessments. Safeguarding is reviewed annually with the LA. Policies are published on the	SLT/Governors	

			school's website as necessary.		
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Key messages for schools

The Accessibility Planning Project worked with six partner local authorities and their schools to develop the accessibility planning materials. On the basis of that work, some key issues emerged. They are provided here to inform the further development of schools' plans.

The best plan for your school starts with your school and your pupils

Plans need to start with the school's own information and data about their disabled pupils, the school's vision for their disabled pupils, and the views of disabled pupils and their parents. Every school is different. Another school's plan is unlikely to be relevant to your disabled pupils at your school.

There are more disabled pupils than you think

Crucial to effective planning is a clear understanding of which pupils count as disabled; and which pupils who might be coming to the school count as disabled.

Most people are surprised to find out how many are included in the DDA definition.
Consultation is crucial.

Consult and schools will get help in identifying their priorities. Consult stakeholders, pupils and parents, and schools will get good practical solutions to increasing access for them. Consult early and schools are more likely to get help in identifying low cost or no cost solutions.

Knowing where to go for support

All schools may need to supplement and complement their own expertise. A range of different forms of support is available to most schools; supportive colleague networks, specialist advisory support, different sections of the local authority, other agencies, local and national voluntary organisations.

Nobody can do this on their own, these duties need a school wide response

It needs everyone to take the lead in respect of accessibility within their area of responsibility. Access to the curriculum in the hands of those with curriculum responsibilities, access to the pastoral life of the school in the hands of those with pastoral responsibilities, all overseen by the senior leadership team reporting to the governing body.

Differentiation takes time

If differentiation is to include those pupils who are working at significantly lower levels of the National Curriculum than their peers, a significant investment of time is needed to adapt schemes of work. This work needs to be built into the school's curriculum development and its accessibility plan over time.

'Invest to save'

There is a strong case for investing in curriculum and professional development. This can improve access for disabled pupils and may make more effective use of learning support.

The physical environment is not just about ramps and doorways

Improvements to the physical environment are about getting into and around the school, but they are about more than that. They are about all disabled pupils being able to use all the facilities of the school. It is as much about pupils with autistic spectrum disorders being able to use recreational spaces, or improvements to the acoustic environment, as it is about getting wheelchairs up a step and through the door.

Share where possible

Sharing good practice through clusters and networks can spread creative solutions. Sharing development work through clustering and networks can reduce the workload.

Piggy-back where possible

Where curriculum development is planned, include access considerations; where building works are planned, include access considerations; when ordering books, equipment and materials, include access considerations; when increasing access for disabled staff or members of the public under other parts of the DDA, include access considerations for pupils.

School improvement

Improved access should lead directly to improved outcomes for disabled pupils. The school's accessibility plan should therefore not just be linked to the school improvement process, it should be integral to it.