



UNLOCKING YOUR
CHILD'S POTENTIAL

“Accessibility Plan”

Agreed by Governing Body: 03.03.15.

Reviewed by Governing Body: 24.04.18.

The Governing Body is responsible for the maintenance of this scheme.

The De Montfort School welcomes its responsibilities to promote disability equality according to the Disability Equality Duty, and views this extension of its duties alongside the Disability Discrimination Act (DDA) as a further positive step towards achieving equality for disabled pupils and staff across all areas of school life.

We see this commitment as a key component of our planning for achieving the five outcomes within Every Child Matters and view the links with other related quality policies and practices as positive and informing.

At The De Montfort School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At the De Montfort High/Middle School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

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 Disability Discrimination Act 2005 places a general duty on schools, which need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

Our Disability Equality Scheme contains an Action Plan that sets out the steps the school is planning to take over the next few years to meet the General Duty. The Scheme, including the Action Plan, will be reviewed annually and a report on the progress will be made to the Governing Body.

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools

The role of a school as a service provider.

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers (disabled parking, ramps etc)

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Election of parent governors

The election of parent governors will now be covered by the DSDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing

body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

April 2018

GENERAL PLAN

AIM:	Promote employment training & learning opportunities for disabled people		
Outcome	Action	Responsibility	Timescale
Promotion of opportunities that support independence and choice.	<ul style="list-style-type: none"> □ Consultation with disabled students/staff and parents to understand needs to enable service improvement. 	SENCO → Gov. Body	Annually.
Barrier free provision	<ul style="list-style-type: none"> • Consultation with school community to identify barriers. • Develop actions to overcome barriers. 	SENCO → Gov. Body.	Ongoing. Through half termly LST meetings.
Pupils have fair access to education to reach their full potential.	<ul style="list-style-type: none"> □ Monitor achievement of disabled pupils. 	SENCO	Termly

AIM:	Take positive steps to break down barriers which disable people		
Outcome	Action	Responsibility	Timescale
Improve physical access to school buildings.	<ul style="list-style-type: none"> • Continue to improve access to school buildings. • Ensure resource for physical improvements is continued. • Fit for purpose assessments of school buildings. 	SENCO → Gov. Body/Premises Manager.	Annually Annually Annually

Improve communication.	<ul style="list-style-type: none">• Create documents in alternative format.• Improve information (alternative formats) in all reception/public areas.	SENCO → Gov. Body.	Ongoing
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SCHOOL ACCESSIBILITY PLAN

The De Montfort School

APRIL 2018

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
ACCESS TO CURRICULUM Ensure access to computer technology appropriate for pupils with disabilities.	<ul style="list-style-type: none"> ICT Action Plan includes purchasing list for computer technology as required for pupils with disabilities. School staff to update on available technology on a termly basis. 	As required – unless needs of pupils in school require immediate action.		All Key Leaders	Governors	Access to appropriate computer technology will be improved for all disabled pupils.
ACCESS TO CURRICULUM Reflect identified area of need in lesson planning and delivery.	<ul style="list-style-type: none"> Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Purchase of resources to increase student participation. 	Ongoing	?	All staff	? Governors	Improved access to curriculum for all pupils.
ACCESS TO CURRICULUM Prioritise student participation in school activities	<ul style="list-style-type: none"> Promote student participation in all areas of curriculum and extra curricular activities. Ensure school activities are accessible to all students. 	Ongoing	?	All staff Governors	Curriculum Governors	Increased participation in school life for students with disabilities.

SCHOOL POLICIES Ensure all policies consider the implications of Disability Access	Consider all policies.	Ongoing	n/a	Governors	Governors	Access to all aspects of school life for all students.
SCHOOL BUILDINGS Ensure that access to school buildings and site	<ul style="list-style-type: none"> • Provide disabled parking bays. • Accessibility and clarity of signs around school. 	* *			Finance & GP Governors H&S Governor	Access to school buildings and site improved.
can meet diverse pupil needs.	<ul style="list-style-type: none"> <input type="checkbox"/> Awareness of independent access. <input type="checkbox"/> Clear identification of room functions. 					
CLASSROOMS Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements.	<ul style="list-style-type: none"> <input type="checkbox"/> Plan classrooms in accordance with pupil need. Organise resources within classrooms to reflect student need. <input type="checkbox"/> Incorporate accessibility into any proposed structural alternatives. <input type="checkbox"/> Provide quiet areas within school. <input type="checkbox"/> Look at accessibility in all areas of school life. 				Governors	Appropriate use of resources for diverse needs of pupils with disabilities.

<p>NEWSLETTERS AND DOCUMENTS Availability of newsletters and school documents in alternative formats.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of pastel paper for dyslexic students. <input type="checkbox"/> Large print and audio formats as required. <input type="checkbox"/> Information in student planners when student need requires this. <input type="checkbox"/> Homework information available as information sheets in alternative formats when requested. <input type="checkbox"/> Use of symbol software if necessary. 				Governors	Information to pupils with disabilities and parents/carers will be improved.
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