




ACCESSIBILITY POLICY

Recommended by:	Sarah Boyce, Principal
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Ratified by:	LAGB 
Signed: Position on the Board:	Paul Johnson, LAGB Chair
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Policy Tier (Central/Hub/School):	School (OP)

Oldbury Park Primary RSA Academy

Accessibility and Disability Equality Policy

At Oldbury Park Primary RSA Academy (OPPRSAA), we seek to serve the local and wider community by offering our children a caring and educationally rich learning environment in which to flourish as individuals and become increasingly valuable members of society.

The school is committed to ensuring equal treatment of all its employees, children and any others involved in the school community who have any form of disability and it will ensure that they are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of, or discrimination against, any person.

The School Governing Body in liaison with the RSA Trust is the responsible body for the implementation of the Disability Discrimination Act (DDA) Accessibility Plan, including planned monitoring visits, reporting procedures and any financial implications.

Definition of Disability

Disability is defined in the DDA 1995 (Part 1: 1.1) as:

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

This definition was amended and broadened under the Disability Amendment Act 2005, to include:

- Anyone with cancer or surviving cancer, people with HIV and Multiple Sclerosis, from the point of diagnosis;
- Anyone with a mental impairment, no longer requires this to be clinically well recognised;
- All pupils with Special Educational Needs or Disability (SEND) and those with long-term medical needs to be treated as disabled for the purposes of the Act. This is in addition to all pupils with long-term impairments which have a significant impact on their day-to-day activities;
- Anyone who has *had* a disability (DDA 1995 Part 1: 2.1). The provisions of Parts I – III now apply in relation to a person who has *had* a disability as much as they apply in relation to a person who has that disability.

This school understands that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

Legal Requirements

Local authorities and schools are required to develop plans to improve access for disabled pupils by:

- Increasing access to the curriculum by embedding inclusive practices in the classroom to help remove barriers to learning; For example, physical modifications such as ramps, visual timetables to reduce anxiety of changes in routine, etc.
- Improving the physical environment of the school, for example by the use of ramps and handrails, adapting doors, emergency exits, toilets and washing facilities, and the use of physical aids to help pupils gain access to education (such as custom-built furniture and ICT equipment);
- Improving the delivery of information that is provided in writing, for example by providing alternative formats such as large print, alternative languages, Braille and audio tapes and CDs, signing systems and communication aids to be used in responding to individual pupil profiles, taking advice from the Local Authority's (L.A.) specialist services.

Procedure

This school's procedure to fulfil these requirements is:

- To gather information from the school community to complete an audit and analysis (now carried out by the Local Authority);
- To have an awareness of individual needs amongst the staff, parents and governors, and to address these needs wherever appropriate.
- To set up a working party (including, where appropriate, outside agencies such as Physical Disabilities, Visual Impairment, Hearing Impairment, Complex Communication Difficulties, Autism Team, Short Stay Schools, Pupil Referral Unit, Child and Adolescent Mental Health Service and any other service pertinent to the individual) when a need is highlighted to discuss the following:
 1. the different needs highlighted;
 2. how to make "reasonable adjustments" (DDA 1995) to accommodate these needs;
 3. what else might help;
 4. how best to obtain the views of children, where appropriate.

Impact Assessment

An Impact Assessment will be carried out to show records of conversations with children, parents, staff and governors, or actions taken to accommodate an individual (for example, on a trip). The views of those pupils (and their parents) affected by the resulting provision will be sought during Individual Provision Map (IPM) reviews and via other means. The school will use the information gathered to update and amend the accessibility plan for that child as appropriate.

General Duty of Care

Throughout the process, the school will actively strive to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under the Act;
- Eliminate harassment of disabled persons that is related to their disabilities;
- Promote positive attitudes towards disabled people, by not representing people in a demeaning way or pretending they don't exist and not representing them at all;
- Encourage participation by disabled people in public life;
- Take account of disabled persons' disabilities.

(DDA 2005 S.49A)

Meeting the General Duty and Specific Duty

This policy provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty, i.e. to produce a Disability Equality Scheme for our school.

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers. Specifically, the school ensures that disabled pupils and users will have the same access to the curriculum, information, the school environment and facilities as non-disabled children and users. In planning, the school considers the needs of current and future children and users of the school. Reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled people and appropriate others, to create an inclusive environment where learning can be personalised.

The school will be successful in making reasonable adjustments when:

- Disabled people can, wherever possible, participate fully in the classroom, in the school curriculum and at all times and throughout the school building;
- Disabled people feel part of the life of the school;
- Disabled people are included by their peers in all aspects of school life;
- Parents of disabled children feel their children are part of the life of the school;
- Staff feel confident in working with disabled children.

Sarah Boyce : Headteacher
July 2020

