

# King Charles I School

## Accessibility Plan 2018/19

### Version Control

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**Policy approved by:** Governing Body  
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Version	Date	Details
1.0	27 <sup>th</sup> Nov 2017	<i>Updates made to the 2016/17 review and evaluation and 2017/18 action plan.</i>
2.0	8 <sup>th</sup> Oct 2018	<i>Updates made to the 2017/18 review and evaluation and 2018/19 action plan.</i>

The Equality Act 2010 came into force on 1<sup>st</sup> October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA).

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

Disability is defined by the Equality Act 2010: ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have a special educational need (SEN), but there is a significant overlap between disabled children and young people and those with a SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory. It requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
- They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable. The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.
- Schools **must** publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.
- School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less

favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

- Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.

The accessibility plan identifies the actions we intend to take over a three year period to increase access for those with a disability in three key areas. This plan sets out the outlined proposal to the governing body to increase access to education for disabled students in those three areas:

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

The governing body will review and evaluate this plan annually.

At all times the school will also be equally aware of the needs of disabled staff, parents/carers and visitors.

In November 2014, Allen J Wilson of Studies in Work, Health & Safety Consultants undertook an 'Access Audit' at King Charles I School. The 'Access Audit' is the first 'reasonable step' in consideration of maximum accessibility in a building and compliance with the Disability Equality Duty (DED). The 'Access Audit' considered the following: accessing the premises; getting around the school and grounds; using the facilities in the school; exiting the school; and managing the school. It

- identifies the necessary adjustments in the service provided to disabled customers to meet the requirements of the Equality Act 2010;
- recognises the possible obstacles, and devising solutions, to avoid possible litigation by discriminating by way of a worse service to a disabled customer;
- considers existing management and organisation of a building and the service from it, to achieve maximum accessibility;
- enables incorporation of reasonable adjustments on future refurbishment, regular maintenance and budget planning for substantial capital costs;
- helps gain consent for alterations, extensions and new builds in compliance with Part M of the Building Regulations; and
- assists application for Lottery, National Heritage and other public funding.

## Action plan 2017/18-review and evaluation

Target	Action Required	Action By	Priority (High/med/low)	Target Date	Cost	Review and evaluation
Improve movement around the school and reduce the number of accidents	Improve the use of pedestrian routes by all students; school teaching staff to educate students through assemblies and tutor time with a special emphasis on disabled students	CAG	Med	July 18	Approx £5000	In June 2018 CAG identified areas around school that required works (eg access to the Woodward building). This is being addressed as it was causing issues to wheelchair users.
Source ongoing funding	Investigate setting up a small fund to address any disabled students needs as and when they come into school	JB	Low	July 18		We now have a cost centre that can be used if required to purchase items for disabled students
Continue to improve attitude towards disabled people	Continue to develop contacts for assemblies and presentations to students	CAG	Med	July 18	N/A	Ongoing
Further improve the use of differentiation in the classroom	Training for teacher on differentiating the curriculum	SBT	Med	July 17	N/A	Ongoing

## Action plan 2018/19

Target	Action Required	Action By	Priority (High/med/low)	Target Date	Cost	Completed
Obtain a new access audit	Liaise with relevant contractors in regards to carrying out a new access audit	IBS	Med	Jan 19	TBC	
Improve movement around the school and reduce the number of accidents	Improve the use of pedestrian routes by all students; school teaching staff to educate students through assemblies and tutor time with a special emphasis on disabled students	CAG	Med	July 19	TBC	
Continue to improve attitude towards disabled people	Continue to develop contacts for assemblies and presentations to students	CAG	Med	July 19	N/A	
Further improve the use of differentiation in the classroom	Training for teacher on differentiating the curriculum	SBT	Med	July 19	N/A	