

Accessibility plan 2016-2017

Introduction

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act 2005 (DDA). However, the Disability Equality Duty in the DDA continues to apply.

Definition of Disability

Disability is defined by the Disability Discrimination Act 2005 (DDA) as described:

"In the Act, a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances."

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in Dunchurch Boughton C of E Junior School (DBJS) community for pupils, and prospective pupils, with a disability. Over a number of years DBJS has worked to develop access to all areas of the school and now all areas of the school are accessible to all.

Principles

Compliance with the DDA is consistent with DBJS aims and equal opportunities policy, and the operation of DBJS SEN policy. We recognise our duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

DBJS recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. DBJS provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

DBJS will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

DBJS will take account of the needs of staff, pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

- Recent improvements have been to the entrance to school, including signage and ramped access for families and staff.

c) Provision of information (policies, newsletters, curriculum information etc)

DBJS will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. See links listed:

- [Abilitynet](http://www.abilitynet.org.uk) gives free information and advice on any aspect of the use of a computer by someone with a disability. www.abilitynet.org.uk
- [Arthritis Care](https://arthritiscare.org.uk) campaigns nationally, and also works through a network of local groups and centres offering support, advice and training. Information is available on their website and they represent the best source of information nationally on arthritis, its impact and on ways that colleges and centres may best be able to meet the requirements of learners with arthritis. <https://arthritiscare.org.uk>
- [SHINE](http://www.shinecharity.org.uk) is happy to provide information to professionals working with young people with spina bifida and hydrocephalus to enable them to provide improved support. Their website includes a publications section which is extremely helpful for education staff. www.shinecharity.org.uk
- [British Deaf Association](http://www.bda.org.uk) is an organisation of Deaf people that represents the Deaf community. www.bda.org.uk
- [The British Dyslexia Association](http://www.bdadyslexia.org.uk) offers advice, information and help to families, professionals and dyslexic individuals. It works to raise awareness and understanding of dyslexia, and to effect change. BDA provides a range of useful resources related to dyslexia. www.bdadyslexia.org.uk
- [Gov.uk: Disabled Rights](http://www.gov.uk/rights-disabled-person) This part of the government website has been designed to help people find out about their civil rights. It provides information on legislation that exists to help establish employees and employers. www.gov.uk/rights-disabled-person
- [Diabetes UK](http://www.diabetes.org.uk) has a mass of information about diabetes that is of wider interest and would certainly be helpful to schools. www.diabetes.org.uk
- [Down's Syndrome Association](http://www.downs-syndrome.org.uk) (DSA) provides information, advice and support to parents and individuals with Downs Syndrome. It also provides information and advice to professionals whose work requires an understanding of the condition. www.downs-syndrome.org.uk
- [Dyslexia Action](http://www.dyslexiaaction.org.uk) (DA) is a charity that specialises in the assessment and teaching of people with dyslexia and is now the only national dyslexia teaching organisation in the world. www.dyslexiaaction.org.uk
- [Epilepsy Action](http://www.epilepsy.org.uk) has developed a large website that includes basic information about the condition that will be useful to schools. The site also provides an index of reference material for those who wish to develop a more detailed understanding of epilepsy. www.epilepsy.org.uk
- [The Equality Human Rights' Commission](http://www.equalityhumanrights.com) (EHRC) is an independent body, established to eliminate the discrimination faced by disabled people and to promote equality of opportunity. The EHRC produces many useful guides and publications such as how to organise disability awareness/equality training and it has a fully accessible helpline. www.equalityhumanrights.com
- [Mencap](http://www.mencap.org.uk) is one of the major organisations for people with learning difficulties. Mencap has produced an education resource pack for those over 16 years old which supports their Essential Skills Award. The resource was developed by Mencap National College and focuses on enabling learners to develop "practical skills for the real world". For more information

on the award, call Tracy Wardle on 01935 403120 or e-mail tracy.wardle@mencap.org.uk.
www.mencap.org.uk

- [The Mental Health Foundation](http://www.mentalhealth.org.uk) The Foundation produces many publications on mental health. It also produces a newsletter, monthly updates and factsheets. www.mentalhealth.org.uk
- [Foundation for people with learning disabilities](http://www.learningdisabilities.org.uk) The Foundation provides information, resources and services and tries to influence government and local authority policies and services so that they better meet the needs people with learning disabilities. www.learningdisabilities.org.uk
- [MIND](http://www.mind.org.uk) (National Association for Mental Health) is a mental health charity covering England and Wales. Factsheets can be downloaded from their website on issues such as mental health problems and learning disabilities. www.mind.org.uk
- [NASEN](http://www.nasen.org.uk) (The National Association for Special Educational Needs) is an organisation that provides a forum for those actively involved with exceptional learning needs and/or disabilities and contributes to the formulation and development of policy in the area. NASEN also publishes quarterly the British Journal of Special Education and Support for Learning. www.nasen.org.uk
- [National Autistic Society](http://www.autism.org.uk) provides an enormous amount of information ranging from introductory information to links to research sites. This is an extremely valuable resource for education professionals. www.autism.org.uk
- [NDCS](http://www.ndcs.org.uk) (National Deaf Children's Society) campaigns to break down barriers faced by deaf children and young people. The website provides a considerable amount of information and research for families, young people and professionals working in the field. www.ndcs.org.uk
- [Royal National Institute of Blind People](http://www.rnib.org.uk) (RNIB) produces a huge range of resource materials. It runs a telephone information service and supports this with a range of fact sheets. One of the main ways in which LAs, schools and colleges will need to respond to DDA Part 4 is by ensuring that blind and partially sighted students can have access to teaching materials. RNIB has a wealth of experience in this area. www.rnib.org.uk
- [Action on Hearing Loss](http://www.actiononhearingloss.org.uk) runs a telephone/teletext helpline and also produces information leaflets and fact sheets. www.actiononhearingloss.org.uk
- [Scope](http://www.scope.org.uk/action/publications/index.shtml) is a national organisation for people with cerebral palsy. It also offers a range of services to professional staff in education and social services including information and advice. The Scope website offers a large quantity of useful information online and also provides a large index of additional publications that colleagues working primarily with disabled students will find very useful. The site is large and it may be helpful to go directly to the online publications catalogue: www.scope.org.uk/action/publications/index.shtml
- [Widgit.com](http://www.widgit.com) Warwickshire school staff can now access a private area of the Widgit website. This area enables Warwickshire staff to access resources developed as part of the Symbol Inclusion Project, as well as other materials developed by the Widgit team. Also on the site is an area for technical support, help sheets and training materials. www.widgit.com
To access the Warwickshire web pages you will need a user name and password. Click on the SIP symbol on the Widgit site. Alternatively email: sip@widgit.com