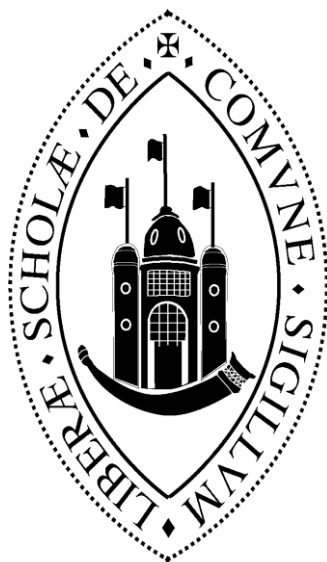


Queen Elizabeth's Grammar School Horncastle



Disability Equality Accessibility Plan

Approved By:

Full Governing Body

Date Approved:

08/05/2017

Review Frequency:

3 Years

The Disability Equality Duty (DED) is a legal duty that requires all schools to take proactive steps to ensure their disabled students, staff, governors, parents/carers and other people using our school are treated equally. This includes having due regard for protected characteristics and therefore this plan complements the Equality Policy and Statement.

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as 'a person who has a physical or mental impairment that has a substantial and long-time negative effect on your ability to do normal daily activities'. Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial' and 'long term' means 'has lasted or is likely to last more than 12 months'.

The duty requires schools to have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination
- eliminate disability related harassment
- promote positive attitude towards disabled people
- encourage participation by disabled people in public life and the wider life of the school
- take steps to meet disabled people's needs, even if it requires more favourable treatment

The definition of disability covers a broad spectrum of impairments such as:

- diabetes
- epilepsy
- dyslexia
- autism
- speech and language impairments
- Attention Deficit and Hyperactivity Disorder
- hearing or sight impairments
- mobility difficulties
- learning difficulties
- people with mental health conditions

It includes children and adults where the effect of the impairment on their ability to carry out normal day- to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

As a school, we are uniquely placed to help challenge and overcome discrimination in society. The DED does not give additional rights to disabled people, nor does it replace the existing legislation. Instead it places new responsibilities upon us to actively promote equality of opportunity for all disabled people. Disability equality needs to be at the forefront of policy

development; it is a whole school approach which will be achieved over time with action plans in place.

Under the general duty to promote disability equality, we will need to make sure that they consider the needs of disabled people in everything we do, with the aim being that disabled people have the same opportunities and choices as nondisabled people, and are fully included.

We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our aim is to increase accessibility and therefore our plan outlines all the relevant actions that we need to take including:

- Improving access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increasing access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improving the delivery of **written information** to all members of the school and wider community. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need to continue raising awareness of staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Our plan reflects the school aims and is enabled through the School Development Plan and Financial Plans along with asset development projects. The Accessibility Plan will be reviewed every three years, incorporating developments in legislation, site refurbishments and feedback gathered from parents, students, staff, visitors and other stakeholders. It is acknowledged that actions will be dependent upon budgets and capital funding allocations.

Achievements are monitored through School Development Plans, Finance Plans and capital projects by governors through the Finance, Wellbeing and Standards Committees.

Aims & Associated Actions	Responsibilities
<p>1. Review physical facilities to ensure they are fit for purpose and inclusive.</p> <ul style="list-style-type: none"> • Planned refurbishments include consideration of disabled access, toilet facilities, medical/personal care requirements, lowered kerbs, lifts where there is an upper floor and automation of external doors. • Access is reviewed to include height appropriate handles, intercom systems and equipment e.g. biometric readers. • When upgrades occur, flooring takes account of current regulations regarding surfaces and changes to height. • Incorporate the needs identified within access arrangements for examinations as appropriate. • Provision of an evac chair for emergency situations and relevant staff training takes place. • Address actions and recommendations as a result of site inspections. • Consider parking arrangements. 	<p>Assistant Headteacher Director of Finance & Resources Site Team</p> <p><i>Monitoring via:</i> Finance Committee</p>
<p>2. Support for students with statements addresses their full range of needs.</p> <ul style="list-style-type: none"> • To be incorporated within relevant personal plans, including elements such as staffing and external agency support. • Includes risk assessments where appropriate. • Includes IT resources and other equipment to support inclusion. • Incorporated within access arrangements for examinations as appropriate. 	<p>Deputy Headteacher SENCO Learning Support Assistants Director of Finance & Resources IT Manager</p> <p><i>Monitoring via:</i> Wellbeing Committee</p>
<p>3. Differentiation takes place to ensure students access the curriculum at an appropriate level, sustaining challenge and enabling progress.</p> <ul style="list-style-type: none"> • Incorporated within lesson planning and individual student plans. • Considered within mentoring. • Acknowledged within progress monitoring, reporting and results evaluation. • Includes IT resources and other equipment to support inclusion. • Incorporated within access arrangements for examinations as appropriate. 	<p>Deputy Headteacher Assistant Headteacher Heads of Faculties and Departments Teachers Heads of Year Form Tutors Mentors</p> <p><i>Monitoring via:</i> Standards Committee</p>

Aims & Associated Actions	Responsibilities
<p>4. Culture and ethos of the school promotes inclusivity.</p> <ul style="list-style-type: none"> • Incorporated within curriculum planning, delivery of Form Period and careers lessons. • Reflected within opportunities for participation in clubs, activities, trips, student council. • Embedded within teacher and peer mentoring. • Acknowledged through specialist groups such as pupil premium, service families, LGBT+, young carers, peer listeners. 	<p>Headteacher Deputy Headteacher Assistant Headteacher Heads of Faculties and Departments Teachers Teaching Assistants Heads of Year Form Tutors Pupil Premium Mentor Mentors</p> <p><i>Monitoring via:</i> Wellbeing Committee</p>
<p>5. Communication is offered in an appropriate format to meet the individual's needs.</p> <ul style="list-style-type: none"> • Includes consideration of aspects such as timetables, planners and lesson resources. • Reflected within letters, newsletters, In Touch messages, our website and social media. • Accounted for within individual personal plans. • Incorporated within access arrangements for examinations as appropriate. 	<p>Headteacher Deputy Headteacher Assistant Headteacher SENCO Heads of Faculties and Departments Teachers Teaching Assistants Heads of Year Form Tutors</p> <p><i>Monitoring via:</i> Standards Committee</p>