



Accessibility Policy

Berwick Academy will strive to provide a fully accessible site and facilities for everyone, regardless of disability

1. Introduction and Context

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. However, the Disability Equality Duty in the Disability Discrimination Act (DDA) continues to apply.

The Equality Act 2010 outlaws any discrimination by schools against either current or prospective disabled pupils in their **access** to education.

This policy is drawn up in accordance with the Equality Act 2010 and it draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

The policy seeks to describe the method by which accessibility to the school and its facilities will be established and maintained, in line with current legislative requirements.

2. Definition of Disability

Definition of Disability under the Equality 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

Note: People who have had a disability in the past that meets this definition are also protected by the Act. People with some visual impairments are automatically deemed to be

disabled. 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.

It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- **Direct discrimination**

An education provider must not treat a disabled student less favourably simply because of their disability. For instance, they can't refuse admission to disabled applicants because they are disabled.

- **Indirect discrimination**

An education provider must not do something for all students which would have a negative effect on disabled students, unless they have a genuine reason. For example, only providing course application forms in one format, which may not be accessible for disabled people.

- **Discrimination arising from a disability**

An education provider must not discriminate against a student because of something that is a consequence of their disability. For example, they can't stop a disabled pupil going outside at break time because it takes them too long to get there.

- **Harassment**

Education providers must not harass students because of their disability. For example, a teacher must not shout at a disabled pupil if the disability means that they are unable to concentrate.

3. Aims

Berwick Academy aims to include all pupils, including those with disabilities, in the full life of our school.

We recognise our duty under the Equality Act:

- 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 publish an Accessibility Plan.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; this may include:
 - changes to practices or procedures
 - changes to physical features
 - changes to how learners are assessed
 - providing extra support and aids (such as specialist teachers or equipment)

We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse the key principles in the National Curriculum 2000 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.

Our strategies to do this will include:

- having high expectations of all pupils
- following the Admissions Policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- ensuring appropriate training is available for teachers and teaching assistants to teach and support disabled pupils
- ensuring classrooms are optimally organised for disabled pupils
- planning lessons that provide opportunities for all pupils to achieve
- delivering lessons that are responsive to pupil diversity
- delivering lessons that involve work to be done by individuals, pairs, groups and the whole class
- encouraging all pupils to take part in music, drama and PE activities
- providing access to computer technology appropriate for students with disabilities ensuring school visits are made accessible to all pupils irrespective of attainment or impairment
- examining our text books to ensure that there are examples of positive images of disabled people
- aiming to remove all barriers that may impede learning and participation.

We will continue to seek and follow the advice of SLA service providers, such a specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trust.

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

We will make ourselves aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

4. Actions and Responsibilities

The *governors* are responsible for:

- Ensuring the requirements of the Equality Act are met via the Accessibility Policy and associated policies,
- An Accessibility Plan is published as operational guidance.
- That published policies reflect the Accessibility Policy

The *Headteacher* is responsible for:

- Ensuring that the policy is implemented,
- All staff are aware of the details of the policy
- The Accessibility Plan is updated regularly

5. Monitoring and Review

Berwick Academy recognises that on-going monitoring will be essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning as and when required.

We will monitor:

- Attendance
- Effects on pastoral strategies
- Rewards
- Sanctions
- Extra-curricular activities
- Parents attending consultation meetings
- The implementation of the Accessibility Plan
- SEN Register
- Behaviour

6. Notes to the Policy

This policy aligns with the Admissions Policy, Equal Opportunities Policy, SEN policy, Health and Safety Policy, Safeguarding Policy and Teaching and Learning Policy

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.

Schools are not expected to change their premises. They are expected to make long-term plans for improving access to their buildings through their planning duties.

Revision Record of Issued Versions				
Author	Approved date	Committee	Version	Status
Berwick Academy	02/10/2013	Full Governing Body	1.0	Final Version
Changed by	Review Date			
	Sept 2016		1.1	

Appendices:

Appendix 1 Accessibility Plan - Berwick Academy

Appendix 1 - Berwick Academy Accessibility Plan

Areas of emphasis

- Improving access to the physical environment of the school.
This covers improvements to the physical environment of the school site and physical aids to access education.
- Increasing access for disabled pupils to the school curriculum.
This covers teaching and learning and improving access to a full, broad and balanced curriculum for all pupils through school organisation and support including participation in after school clubs and school visits.
- Improving the delivery of written information to disabled pupils.
Examples will include hand-outs, suitable textbooks and information about school events.

The building

Examples of appropriate design include:

- Tower Block - an internal lift from the lower floor to the upper floors.
- Main Building – an internal lift platform to Dining Hall
- Disabled toilets located near Dining Hall, Maths Block, Tower Block, Sports Dept
- Wide opening doorways / double doors
- Accessibility Ramps
- Open outside steps – nose strips painted
- Disabled Parking

Resources

The school has the capability through reprographics equipment to produce appropriate resources e.g. enlargement of script on photocopier etc. The Curriculum Support Dept. coordinates all work for children with special educational needs and is assisted by Teaching Assistants in the appropriate reproduction of suitable work materials and resources.