



# **Accessibility Policy**

**Signed:**

**Chair: R. Patrick**

**Head: B. Wilkinson**

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# Bursley Academy Accessibility Policy

At Bursley Academy we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards regardless of sex, race, belief, physical disability or learning difficulty. We do this by taking account of pupils' varied experiences and needs, ensuring that teaching is pupil centered and takes place in an excellent learning environment which is designed to help support the development of all children.

## Schools aims and values:

Bursley Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The achievement of **all** students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our students with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer. The policy will be made available online on the school website, and paper copies are available upon request. Alongside this policy is an accessibility action plan and an audit of the current building and site.

We believe that diversity should be respected and celebrated by all those who learn, teach and visit here. We aim to identify and remove barriers to disabled pupils in every area of school life.

We have high ambitions for all pupils, including those with a disability and expect them to participate in all aspects of school life.

The school will endeavour always to:

- set suitable learning targets
- respond to pupils' diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We will work actively to promote school equality and foster positive attitudes and commitment to an education for equality.

We will do this by:

- Providing a stimulating environment where each child can grow in self-confidence and realize their full potential intellectually, physically, socially and spiritually, within the context of a caring community.
- Ensuring access to the curriculum for all.
- Ensuring reasonable access to premises.
- Providing reasonable appropriate equipment and tools for everyone.
- Providing training for staff and directors.
- Developing our PSHE programme
- Ensuring the development of good communication and partnership between all members of our community.

Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Bursley Academy complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils



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- The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Disability Discrimination Act 2005

The duty to promote disability equality requires all schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and others
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

## The School governors have a duty to:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other disabled users of the school and its facilities

## The directors are required to plan to increase access to education for disabled pupils in three ways, by:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

### 1. Defining Disability

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as being disabled. The DDA defines a disabled person as someone who has:

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

#### Mental and physical impairments

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

#### Normal day-to-day activities

The test of whether impairment affects normal day-to-day activity is whether it affects one of the following:



- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

## Roles and Responsibilities

This Disability and Equality Scheme links to other specific policies and action plans that the school produces including the School Development Plan, PE plan, Health and Safety Policies, Inclusion and Equal Opportunity Statements.

This Disability Equality Scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. Promoting disability and equality and raising the achievement of disabled pupils is the responsibility of the whole school staff.

Introduction to this Disability Equality Scheme will be included in our induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

The Headteacher and Senior Leadership Team will ensure that induction procedures are followed.

The governors will ensure that a policy is in place, implemented, monitored and evaluated.

All staff will support and contribute to the Induction procedures.

Pupils will be encouraged to respect individual differences and embrace the ethos of the Disability Discrimination Act.

Parents and carers will be made aware of the Disability Discrimination Scheme.

## Training

Through training and development opportunities we will embed the good practice across all aspects of school life.

The directors will be responsible for ensuring compliance with the terms of the scheme and will respond appropriately to any breach of the policy.

## Accessibility at Bursley Academy:

We try to ensure that every child has the best opportunity to achieve. We make **'reasonable adjustments'** to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

## Physical environment:

- A disabled toilets
- External handrails
- Adapting staff work station to meet individual need
- All rooms are accessible by wheelchair from given routes
- Playground access is wheelchair accessible
- We have a desire to improve the environment in a way which promotes inclusion for all pupils and will continue to do so subject to resources being available.

**On 'access to the curriculum,'**



## Bursley Academy Accessibility Policy

- We have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments.
- Lesson observations include aspects of inclusion in teaching and learning.
- Scheme of Work/planning adapted as required to ensure that all pupils including those with disabilities/special educational needs can access the curriculum.

### **Monitoring**

- We will use our information systems to monitor our progress as a school and the progress of any disabled children within the school to ensure that we are helping all children achieve
- We will consult all staff to ensure the effectiveness of school policies in relation to recruitment, retention, training and promotion.
- Bursley Academy does not discriminate against any employee.
- We believe that everyone should be given an equal opportunity to fulfil their potential and explore their aspirations.
- We embrace diversity and by regular monitoring we ensure the success of the initiatives undertaken.
- We ensure all pupils, regardless of ability or disability have the opportunity to participate fully in all activities both within the curriculum and in extracurricular activities.

The Senior Leadership Team alongside directors will:

- continue to assess the impact of existing and proposed policies.
- monitor the success of initiatives undertaken.
- review and revise the scheme.
- The policy will be reviewed every three years by the directors and will take into account views expressed by pupils, parents, staff and members of the local community.

### **Key Objectives for 2022- 2025**

- Continue to develop the physical environment and make reasonable adjustments when necessary
- Review key texts to ensure disability is portrayed in a positive way
- Review access to Disabled toilet facility and see if this can be improved.
- Review fire escape routes from Nursery for wheelchair users.