

The Bicester School



Accessibility Plan 2016 - 2018

Date for Review: June 2018

ACCESSIBILITY PLAN 2016 - 2018

Introduction

The Disability Discrimination Act – DDA, as amended by the SEN and Disability Act 2001, requires all schools, academies and LAs to plan to increase, over time, accessibility for disabled students. Academies are required to produce plans for their individual establishment and LAs are required to prepare accessibility strategies covering the maintained schools in their areas.

The Bicester School is required to plan for:

- Increasing access for disabled students to the curriculum
- Improving access to the school's physical environment (buildings and grounds)
- Improving written information for disabled students

At a legislative level there are three main strands for disabled students:

- The SEN Framework (the Education Act 1996 and the SEN and Disability Act 2001)
- The Disability Discrimination Duties (Sections 28A-28C of the DDA 1995)
- The planning duties (Section 28D-28E of the DDA 1995)

The Education Act 1996 states that 'children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them'. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA
- Are under compulsory school age and fall within the above definitions, or would do so if special educational provision was not made for them.

1. Starting Points

1.1 The purpose of the policy

The Bicester school strives to be an inclusive school with academic success at its heart. The aim of this policy is to lay out the way in which our students with Special Educational Needs and or Disabilities are able to access the full range of provision on offer at the school

1.2 Involvement of disabled students, staff, parents and other users of the school

For students with an Education or Health Care Plan or those on SEN Support, the views and aspirations of disabled students are formally gathered annually through the Annual Review process. This seeks to establish what is going well and also any concerns or barriers to progress from the student's point of view. Their parents also have the opportunity to express their views either in writing or simply verbally at the review meeting.

This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

Areas for development:

- Questionnaire / audit issued to appropriate parents and analysis of results
- Amendments of the Disability Equality Scheme and Access Plan as a result of information gathered.

1.3 Information gathering

Within the current academy population of around students (as was recorded on the school census in January 2016), there are currently students with an EHCP or Statement and students recorded as receiving SEN support.

Disabled students currently in the academy have the following needs:

- Moderate Learning Difficulties (MLD)
- Autistic Spectrum Disorders (ASD - including Asperger's Syndrome, Pervasive Development Disorder)
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Diabetes
- Behavioural, Emotional, (and Social) Difficulties (BESD)
- Epilepsy
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Specific Learning Difficulties (SpLD – including Dyslexia and Dyspraxia)
- Speech, Language and Communication Needs (SLCN)
- Cerebral Palsy
- Physical difficulties (including Dystonia / Choreaiform Movement Disorder / Multiple Exostoses / Scoliosis/ Chondromalacia Patellae / Perthes' Disease/Patella and Achilles)
- Tendonitis / Osgood Schlatter's Disease / Chorea/ Hemiplegia/Marfan's Syndrome)
- Co-ordination Difficulties (including Development Co-ordination Disorder)
- Sensory Issues
- Raynaud's Disease
- Heart Conditions
- Cystic Fibrosis

Definition

Students falling within the definition of disabled will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, asthma and progressive/degenerative conditions.

The Bicester School must not automatically consider students with a disability to have special educational needs, as can be seen below.

The DDA definition states that 'a person has a disability 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 carry out normal day-to-day activities'.

Definition of disability

The Equality Act duties above are owed to all students who are defined by the Equality Act as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled students.

- The Equality Act 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' (see definition below of normal day-to-day activities).
- Physical or mental impairment includes sensory impairments and also hidden impairments.
- In the Equality Act 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning difficulties, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects the student in everyday life in one or more of the following ways:

- 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

The SEN Framework is designed to meet the special educational needs of individual children, some of whom may be disabled, who need provision that is additional to, or different from, what is normally available in schools maintained by the LA. In general, children with SEND must be educated in a mainstream school or Academy

unless the parents do not want this or it will affect the provision of efficient education for other children. The Bicester School must demonstrate that there are no reasonable steps they could take to prevent this happening.

The SEN and Disability Act (2001) amended Part 4 of the Disability Discrimination Act (1995) by introducing new duties on LAs, schools and academies relating to disabled students and prospective students. From September 2002, it has been unlawful for schools, academies or LAs to discriminate against disabled students in their admissions and exclusions policies, education and associated services.

There are three main duties:

- Not to treat disabled students less favourably
- To make reasonable adjustments to avoid putting disabled students at a substantial disadvantage
- To prepare accessibility strategies (LAs) and accessibility plans (schools) for increasing, over time, the accessibility of schools for disabled students (the 'planning duty').

1.4 Impact Assessment

For the purpose of the DDA 1995 schools, academies and LAs are required to consider the needs of students in relation to physical adaptations, curriculum access and auxiliary aids and services. These areas also fall within the scope of the SEN framework.

Please note that these duties are all 'anticipatory'; The Bicester School needs to consider the requirements of current and future disabled students. This means that schools are expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the TBS.

In deciding whether a step is reasonable, the school may take into account the need to maintain:

- Academic standards
- Available resources
- The practicalities of making a particular adjustment
- The health and safety of the disabled students and others and the interests of others

However, it is the view of both the Department for Education and the Disability Rights Commission that, where schools have already developed inclusive cultures and practices, these legal duties should mean little extra work.

The Bicester School embraces the requirements of the Disability and Discrimination Act and the requirement to implement a Disability Equality Scheme. The Bicester School does all that is reasonably practicable to meet the needs of the disabled students, staff or visitors. The Deputy Head/SENCO works closely with the relevant advisory bodies in order to provide the most appropriate support to students with disabilities. This process invariably involves working closely with the student and the student's

family. Every effort is made to integrate disabled persons into the mainstream activities of the School.

2. Identifying the main priorities for the deciding actions

The accessibility plan is required for:

- Increasing access for disabled students to the curriculum
- Improving access to the school's physical environment
- Improving written information for disabled students

The following plan outlines the school's policies in relation to Access and Disability.

3. Making it Happen

- Clear allocation of lead responsibility
- Clear allocation of recourses
- An indication of expected outcomes for performance criteria
- Clear timescales
- A specified date to process for review

The initial plan will be agreed by January 2017 following the audit process which is being undertaken by the Deputy Head (beginning July 2016).

Access to Exams - Disability Policy

- All major exam rooms are on the ground floor (Lower School Hall, Gym, Drama Studio and Library).
- Chairs are available when queuing outside when needed.
- Lecture Theatre is used to gather students prior to exams.
- There is an appropriate toilet near or in all of these areas.
- Emergency evacuation procedures are appropriate for all candidates.
- All areas have had internal risk assessments carried out.
- If any candidate needs to take regular medication, invigilators will make this possible.
 - The Exams Officer should be notified if there are any exceptional health issues.
- Any specialised equipment will be provided.
- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate.
- Recruitment of invigilators will follow normal school policy with regards to disabled applicants.
- All invigilators will either receive group training including disability issues or will work alongside an experienced invigilator.
- The Deputy Head / SENCO will make the Exams Officer aware of any issues concerning individuals in the main exam rooms.
- The SENCO/Exams Officer will take the lead in making access applications based on their close knowledge of the needs of students under their care. They will produce a list of the students involved together with their concessions and this list will be available in all exam rooms in the files.
- Any complaints made by candidates with disabilities should be directed in the first instance to the
 - Examinations Officer who will initiate an enquiry.