



Glenthorne Community Primary School

Glenthorne Accessibility Plan Including Equal Opportunity Policy

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. For further legislative information see appendix 1.

The Equality Act 2010, requires schools to produce an **Accessibility Plan** and now schools are required to comply with the general equality duty and the new specific duties. It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- age
- sex
- race
- disability
- religion or belief (or absence of these)
- sexual orientation
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership

(Further detail in appendix 1 and 2 below)

At Glenthorne, we are committed to:

Eliminate discrimination by on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. Ensure as curriculum and other relevant policies (such as behaviour, child protection policies) are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to access and equality". Work in partnership with all stakeholders to promote equal opportunities for all, this includes teaching, learning and displays that show tolerance for all those with protective characteristics (as listed above).

Advance equality of opportunity by monitoring the progress and putting in place necessary interventions to reduce any gaps in attainment for those with protective characteristics compared to those who do not. Ensuring children are educated about and tolerant of the needs of others; working together within our school community to support each other. Interventions will identify and support not only academic or specific learning needs but also social and emotional skills of our pupils. Provisions will be put in place dependant on the needs of the learner; this may include additional resources, increased adult support and adapted resources increasing the extent to which all pupils can participate in the school curriculum. Teacher's should carefully tailor planning to develop the skills knowledge and understanding of all children; including making reasonable adjustments to the curriculum. 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.

Foster good relations; we are committed to providing an accessible environment which values and includes the whole school community, 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. We will promote

understanding for the needs of children within our community. Furthermore, we will create links and positive relationships with other communities in order to increase empathy between different groups.

Glenthorne **accessibility plans** are committed to supporting all members of the community to access the provision available at school. At Glenthorne, we aim to improve the environment of the school to increase the extent to which all pupils, including disabled pupils, can take advantage of education and associated services.

The **Accessibility Plan** will contain relevant actions to:

- Improving the **physical environment** of the school to increase the extent to which all pupils, including disabled pupils, can take advantage of education and associated services. At Glenthorne we conduct audits of physical access and environment. These will be completed annually by head teacher/ site supervisor. Information gained will be included within the plan. Objectives that have not been completed must be included on future plans. Amendments to plan can be made reflective of the results of annual audit and flexible to the needs of the school community.
- Increasing the extent to which disabled pupils can **participate in the school curriculum**. Including making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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.
- Improving the delivery of information which is provided in **writing**, such as, handouts, timetables, information about the school and school events **ensuring information is accessible**. The information should be made available in the required formats within a reasonable time frame.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

A summary of Accessibility Plan aims will be included within the additional information section of the school prospectus and available on the school website.

The School's complaints procedure covers the Accessibility Plan.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

The Plan will be monitored by Ofsted as part of their inspection cycle.

This Policy was agreed by Governors on:

Chair of Govs: D. Martin

Headteacher: L. Bridgwood

Date: 20.4.16

Date: 20.4.16

This Policy will be reviewed by: Date 20.4.17

Improving the Curriculum Access

| Target | Strategy | Outcome | Timeframe | Achievement |
|---|---|--|--|--|
| Training for teachers on differentiating the curriculum | Undertake an audit of staff training requirements | All teachers are able to more fully meet the requirements of children's needs, including disabled pupils, with regards to accessing the curriculum | October 2016 Reviewed upon specific needs | Increase in access to the National Curriculum |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. All children are invited to attend; amendments are made to the plans and risk assessments where needed | Autumn 2016 and ongoing through risk assessment process. | Increase in access to all school activities for all disabled pupils |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | Autumn 2016 and review in Spring 2 2017 | Increase in access to the National Curriculum |
| Training for Awareness promoting equality | Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school. Review curriculum and learning environments to promote best practice. | Whole school community aware of issues relating to Access and all protected characteristics. All stakeholders to promote equality through school life and feel confident to tackle inequality immediately. Data tracking showing improvements for vulnerable groups and minority groups. | Ongoing. Review September 2016 as part of induction. | Society will benefit by a more inclusive school and social environment |

Improving the Delivery of Written Information

| Target | Strategy | Outcome | Timeframe | Achievement |
|---|---|---|---|--|
| Availability of written material in alternative formats | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | Summer 2016 | Delivery of information to pupils, parents and other stakeholders and local community improved |
| Make available school brochures, school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats for those that require it | All school information available for all | Complete with 4 weeks of request | Delivery of information to pupils, parents and other stakeholders and local community improved |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment | Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials. | All school information available for all | Autumn 2016 | Delivery of school information to pupils & parents with visual difficulties improved. |
| Raise the awareness of adults working at and for the school on the importance of good communications systems. | Arrange training courses. Seek advice regarding visual and auditory impairment. | Awareness of target group raised | Autumn 2016 Review Spring 2017 Review Summer 2017 | School is more effective in meeting the needs of pupils. |

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|--|--|---------------------------------|----------------|------------------------|
| Improvements to help communication to people with hearing loss | Hearing loop to be fitted in main reception and hall | Clear communication with users. | September 2018 | Communication improved |
|--|--|---------------------------------|----------------|------------------------|

Improving the Physical Access

| Item | Activity | Timescale |
|----------------------|--|-------------|
| Maintain Safe Access | Ensure all patheways are kept clear of vegetation. | Ongoing |
| Playground Safety | Ensure all lines to guide children are clearly painted to mark transition areas. | Spring 2016 |
| Playground Equipment | Balls with bells to be added to playground equipment stock | Summer 2016 |
| Door Access | Ramp created from Reception access to enable wheelchair users | Autumn 2017 |
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Appendix 1: Legislation Details (taken from Gov website):

Accessibility plans

3(1)The responsible body of a school in England and Wales must prepare—

(a)an accessibility plan;

(b)further such plans at such times as may be prescribed.

(2)An accessibility plan is a plan for, over a prescribed period—

(a)increasing the extent to which disabled pupils can participate in the school's curriculum,

(b)improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

(c)improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

(3)The delivery in sub-paragraph (2)(c) must be—

(a)within a reasonable time;

(b)in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

(4)An accessibility plan must be in writing.

(5)The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

(6)The responsible body must implement its accessibility plan.

(7)A relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan.

(8)A relevant inspection is an inspection under—

(a)Part 1 of the Education Act 2005, or

(b)Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England).

Appendix 2: Further Detail on Protected Characteristics

Protected characteristics

Each characteristic is addressed in the new Act in summary as follows:

1. Age

The Act protects employees of all ages but remains the only protected characteristic that allows employers to justify direct discrimination, i.e. if an employer can demonstrate that to apply different treatment because of someone's age constitutes a proportionate means of meeting a legitimate aim, then no discrimination will have taken place.

2. Disability

The Act includes a new protection arising from disability and now states that it is unfair to treat a disabled person unfavourably because of something connected with a disability. An example provided is the tendency to make spelling mistakes arising from dyslexia. Also, indirect discrimination now covers disabled people, which means that a job applicant could claim that a particular rule or requirement disadvantages people with that disability.

The Act includes a provision which makes it unlawful, with limited exceptions, for employers to ask about a candidate's health before offering them work.

3. Gender reassignment

It is discriminatory to treat people who propose to start to or have completed a process to change their gender less favourably, for example, because they are absent from work for this reason.

4. Marriage and civil partnership

The Act continues to protect employees who are married or in a civil partnership. Single people are however not protected by the legislation against discrimination.

5. Pregnancy and maternity

The Act continues to protect women against discrimination because they are pregnant or have given birth.

6. Race

The Act continues to protect people against discrimination on the grounds of their race, which includes colour, nationality, ethnic or national origin.

7. Religion or belief

The Act continues to protect people against discrimination on the grounds of their religion or their belief, including a lack of any belief.

8. Sex

The Act continues to protect both men and women against discrimination on the grounds of their sex, for example paying women less than men for doing the same job.

9. Sexual orientation

The Act continues to protect bisexual, gay, heterosexual and lesbian people from discrimination on the grounds of their sexual orientation.

Types of discrimination

The 2010 Act also extends some of these protections to characteristics that previously were not covered by equality legislation. Employers and business owners now need to be aware of the seven different types of discrimination under the new legislation.

These are:

- Direct discrimination - where someone is treated less favourably than another person because of a protected characteristic
- Associative discrimination - this is direct discrimination against someone because they are associated with another person who possesses a protected characteristic
- Discrimination by perception - this is direct discrimination against someone because others think that they possess a particular protected characteristic. They do not necessarily have to possess the characteristic, just be perceived to.
- Indirect discrimination - this can occur when you have a rule or policy that applies to everyone but disadvantages a person with a particular protected characteristic
- Harassment - this is behaviour that is deemed offensive by the recipient. Employees can now complain of the behaviour they find offensive even if it is not directed at them.
- Victimisation - this occurs when someone is treated badly because they have made or supported a complaint or grievance under this legislation.

Information taken from <https://www.fpb.org/business-support/equality-act-2010-protected-characteristics-and-types-discrimination>