



## BOSKENWYN CP SCHOOL

### Equality Act/Accessibility Plan

#### Context

From 1<sup>st</sup> October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

The Equality Act 2010 aims to protect people with disability and prevent disability discrimination. It provides legal rights for disabled people in education and other areas of life.

The Equality Act also provides rights to ensure that people are not directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

Employers and building owners/managers have a duty to ensure that disabled people are not disadvantaged by a physical feature, practices or policies of any establishment.

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by Boskenwyn.

The Accessibility Plan will be monitored through the Governing Body and may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

The Plan should be read in conjunction with other relevant documents:

- Boskenwyn School Special Educational Needs and Disabilities (SEND) Policy
- School Development Plan
- Equal Opportunities and Anti-Discrimination Policy

- Health and Safety Policy

### Definition of Disability (in relation to the Equality Act 2010)

In the 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' includes things like eating, washing, walking etc

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions are considered to be a disability. 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. People with some visual impairment are automatically deemed to be disabled.

### **Access/Disability Equality Plan for Boskenwyn C P School**

This plan considers current arrangements and facilities in place for pupils with Access needs, and covers the school's ongoing commitment to ensuring pupils have ease of access to the school premises, learning and recreational facilities. The plan will set out a clear message of how and where access will be improved.

The plan has considered information given in the Local Authority Audit (2002) and Building Control Audit (2013). The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the future.

The Accessibility Plan is structured to complement and support the school's Equal Opportunities and Anti-Discrimination Policy, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Boskenwyn School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This access plan is focussed on short, medium and long-term targets which will be reported to governors annually, based upon the following vision for all:

- Provide a warm, friendly, caring, family orientated environment
- Children learn how to be good learners, have self-confidence, independence and self-belief
- Assist children to reach their full potential, academically, physically, socially, spiritually and morally within our nurturing school
- Ensure a stimulating, cohesive curriculum where children's interests are followed, and success experienced through differentiation and individualisation for the children's different needs, abilities and skills.
- Helping the children develop morally, having a sense of rights and responsibilities
- By giving children a voice - in class, and for children with SEN, through a graduated approach to their learning

In the long-term the intention is to ensure that the school is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. To this end we will focus on all access strategies which will aim to overcome some of the barriers to learning or participation experienced by disabled people served by or serving the school.

Should any prospective child or member of staff be in need of premises adaptation the governors will inform the LA immediately.

The attached grid outlines the initial short, medium and long-term targets which are designed to assist us towards our stated objective.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Outcomes</b>
<b>Short Term/ annual</b>	<p>Review of Policies alongside this one:</p> <p>Update Local Offer</p> <p>Special Educational Needs and Disabilities Policy</p> <p>SEND Information Report</p> <p>Equality Act and Anti-Discrimination Policy</p> <p>Educating Children with Medical Needs Policy</p>	<p>Check updates</p> <p>Amend paperwork for Governor Meeting for July</p>	July of summer term	<p>Paperwork prepared for Governing Body for last meeting of academic year</p> <p>Relevant paperwork uploaded to school websites</p> <p>Local Offer to County site</p>
	Transitional arrangements and adaptations	Liaison with nurseries, setting visits, other professionals involved, preparation	Summer term	
<b>Medium Term</b>	Disability access audit	Teachers to assess sensory and physical needs of children in their	Autumn term	Areas of all classes developed for diverse learning needs and that

		<p>classes</p> <p>Class teachers to consider physical access, light, sound, barriers to learning from the physical environment</p> <p>Assess learning spaces, to support well-being of all - zones of trust, work stations, sensory prov etc</p>	Autumn term	of sensory need
<b>Long Term</b>	Ramps into main building	As required		

Reviewed: July 2022

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Paula Blackburn, Headteacher

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Date

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Russ Monhemius, Chair of Governor

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Date



