



Disability Equality Scheme And Accessibility Plan 2021/22

October 2021
Every Three Years
Safeguarding Leads/ Attendance Officer/ Pupil Premium Lead/ SENDCOs/Headteacher

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- 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

Russell Street School 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 plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

2. 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](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.



3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES Short, medium and long-term objectives	PERSON RESPONSIBLE	OUTCOMES
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum, for example chairs provided by The Occupational Therapy Team • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>Monitoring and review of the Provision Map and its impact for vulnerable children and those with a disability.</p> <p>Review of progress and data of vulnerable children and those with a disability.</p> <p>Ongoing Staff training</p>	SLT	Modelling packages from SALT NHS team and Magic words, training from visual impairment team and teacher of the deaf. All staff to undergo curriculum training and training which is responsive to the needs of the staff and the specific children that they are working with, for example autism and SEMH.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Lockers and children’s resources at wheelchair-accessible height. Spaces around school are easily accessible for children with sight impairments, such as lockers. 	<p>Monitoring of Environment for children with visual impairments</p> <p>Monitoring of school site for potential health and safety requirements</p>	<p>DT/SLT</p> <p>SLT</p>	<p>Environmental Audit conducted by Visual Impairment Team</p> <p>Health and Safety Audits</p>

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES Short, medium and long-term objectives	PERSON RESPONSIBLE	OUTCOMES
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources, for example Read Write Inc resources and use of laptops/Clicker 8 • Pictorial or symbolic representations underpinning taught concepts and transitions, such as visual timetable • ROGER Hearing system for deaf children and training related to its use • Good relationships and regular support from outside agencies, such as the teacher of the deaf and The Visual Impairment Team. 	<p>Environmental audits from the visual impairment team and implementation of recommendations.</p> <p>Implementation of target set by the teacher of the deaf.</p> <p>Training for relevant staff in use of technology to support visual and hearing impairments and, such as canes and technology.</p>	SLT	
All school policies due for review to be reviewed and editing accordingly.	<ul style="list-style-type: none"> • Tracking of compliance for all policies, publication on school website and involvement of staff and governors. 	<ul style="list-style-type: none"> • To compile list of policies for review and timescale • To consult relevant government and local requirements and guidelines • To seek input from rest of staff where appropriate • To share amendments in staff meetings and with Governors 	SLT	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board and the head teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy