



Crich Junior School
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Name		Role	Date
Chris Orridge		Acting Head Teacher	January 2021
Review date	By whom	Summary of changes made	Date implemented
January 2022			Jan 2021

Disability Equality Scheme, Accessibility Plan and Reasonable Adjustments Policy

Crich Junior School

Introduction

Crich Junior School is committed to ensuring equal treatment of all its children, employees and any others involved in the school community, with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures and practices or accessing any of the services the school provides. We aim to maintain a culture of inclusion and diversity, in which disabled people are able to participate fully in school life.

The achievement of disabled children will be monitored, and this data used to raise standards and ensure inclusive teaching.

Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school. This scheme should be read in conjunction with our Equality Policy.

Definition of Disability

The Disability Discrimination Act 2006 (DDA) defines a disabled person as someone who has a 'physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. An impairment is to be taken to affect normal day-to-day activities if it affects:-

- Mobility
- Manual dexterity
- Physical co-ordination

- Contenance
- Ability to lift, carry or move everyday objects
- Speech
- Hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

General Duties

We will actively seek to:

- Promote equality of opportunity between disabled people and other persons;
- Eliminate discrimination that is unlawful under the act;
- Eliminate harassment of disabled people that is related to their disabilities.
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life.

It is also important to respect the wishes of disabled children so that they do not feel pushed into activities they do not wish to take part in;

- Take steps to take account of the different disabilities that people have, even where that involves treating disabled persons more favourably than other persons (positive discrimination); This is also known as the Disability Equality Duty (DED) and applies to all disabled children, staff and those using the school.

In addition to the general duty to promote Disability Equality, Crich Junior School has specific duties placed on it to:

- Appraise and update the Disability Equality Scheme every two years
- Report on progress annually.

Specific Duties

The production of this Disability Equality Scheme provides a framework for integrating disability equality into all aspects of Crich Junior School's school life. The specific actions being undertaken can be found in the school's accessibility plan below:

Accessibility Plan

This Accessibility Plan has been drawn up and covers the period from January 2021 to January 2022. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). 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. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Accessibility Plan.

Physical Environment

Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.

Next jobs this year are: Barriers to go next to entry steps to prevent wheelchair from going down the steps.

Move large bin and plant pot to enable a good visual guide to the accessible part of the playground.

Curriculum Targets

Continue training for teachers and support staff on different aspects of SEN including differentiation when required.

Review the needs of children with specific issues, provide all relevant training. Prodigy training to increase use of this technological aid to Visually impaired children across the whole curriculum. .

Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.

SENco will ensure appropriate testing and reports are provided in order to apply for access arrangements.

All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.

Other.

Purchase a range of playground/pe equipment that ensures inclusion for all of our children including those with specific physical disabilities

Reasonable Adjustments

Schools and education authorities have had a duty to provide reasonable adjustments for disabled pupils since 2002: originally, under the Disability Discrimination Act 1995 (the DDA 1995); and, from October 2010, under the Equality Act 2010. If our ways of providing services and teaching to parents, staff or pupils make it impossible or unreasonably difficult for customers with disabilities to use our services, we must make any changes that are reasonable in the circumstances. These changes are known as reasonable adjustments. The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils. The Governing Body,

wherever possible, will agree to reasonable adjustments being made to school (if required) to assist a person or child with a disability including:-

- Adjustments to premises or delivery of services at another location (and possibly by different staff); • Reallocation of duties for staff;
- Consideration of alternative methods of delivery;
- Consideration of more flexible working for staff;
- Training;
- Acquiring or modifying equipment; and
- Modifying instructions or reference manuals

The school will record each and every time a person makes an application for a reasonable adjustment. The record will indicate what the request was and the decision, along with reasons for granting or refusing the request. A reasonable adjustment record form is available from the school office.

Monitoring and Review

The Headteacher monitors this policy and reports to the Governing Body on the effectiveness of this scheme on a regular basis and makes recommendations for further improvements. This scheme and policy will be reviewed in accordance with the school's monitoring and review cycle. The Governing Body, may, however, review the scheme earlier than this in response to new regulations, or if they receive recommendations on how the scheme may be improved.