

Queen's Hill Primary School and Nursery Equality and Accessibility Policy

October 2020

1. Statutory Context

In 2010 the Equality Act replaced all existing equality legislation such as the Race Relations Act and the Disability Discrimination Act. The Act provides a single, consolidated source of discrimination law. One of the implications for us is that schools need to carry out accessibility planning for disabled pupils. These responsibilities are exactly the same duties as existed under the Disability Discrimination Act and have been replicated in the Equalities Act 2010. Further, from September 2012, the reasonable adjustments duty for schools and education authorities includes a duty to provide auxiliary aids and services for disabled pupils. The decision to bring this duty into force was taken by the Department for Education after a public consultation, with a positive response to its introduction without additional regulation from the majority of respondents.

The reasonable adjustments duty is owed to disabled pupils, as defined in the Equality Act 2010. The Act states that a pupil has a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

2. Key Objectives

The objectives of this plan are to:

- ✓ To ensure that everyone is treated fairly and respectfully
- ✓ To develop everyone's potential as unique individuals
- ✓ Recognise that people have different needs and we understand that treating people equally does not always involve treating them the same
- ✓ Develop an awareness of self-worth in order that pupils will become responsible and self-disciplined members of society

✓ To ensure that no-one experiences less favourable treatment or discrimination because of:

- their age
 - a disability
 - their ethnicity or national origin
 - their gender
 - their gender identity (they have reassigned or plan to reassign their gender)
 - their marital or civil partnership status
 - their being pregnant or having recently had a baby
 - their religion or beliefs
 - their sexual identity and orientation
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- ✓ Ensure that we as a school are meeting our statutory duties
 - ✓ To monitor our provision to ensure that it accords with the changing needs of our pupils and staff
 - ✓ To ensure that reasonable adjustments are made as necessary
 - ✓ To take positive steps to ensure that disabled pupils can safely and fully participate in the curriculum provided by our school, and to allow them to enjoy the other benefits, facilities and services that the school provides for pupils.

3. Our Site

Queen's Hill School constitutes a modern purpose built site constructed in 2008, and which was extended in spring 2017. As such the school comprises many features to ensure its adherence to relevant legislation in this context.

These features include:

- a. Power assisted doors leading through to the main reception area with associated operation buttons
- b. Lowered reception desk area facilitating easier access

- c. Broad internal and external door openings and hallways to facilitate easy wheelchair access
- d. A hearing loop provided in reception area and school assembly hall
- e. Allocated parking bays adjacent to the main entrance for appropriate badge holders.

4. Accessibility Action Plan

Priority	Action	Timescale	Staff responsible	Success Criteria
To monitor the needs of our school pupil and staff profile	To monitor pupil needs as per our SEND Information Report To monitor the needs of staff joining the school	Ongoing	Inclusion Leaders and Assistant Head Teachers	Pupil records to accurately reflect the current pupil cohort, including individual care plans All staff to be aware of the needs of the pupils in their charge and to have appropriate practices and training in place
To ensure that our provision accords with the needs of our pupil and staff profile	To meet our pupils' needs as per our SEND Information Report and individual care plans To monitor the needs of our staff and to make reasonable adjustments as necessary To seek professional healthcare advice from outside agencies and professionals	Ongoing	Inclusion Leaders and Assistant Head Teachers	Teaching and learning practices are in line with pupils' needs Reasonable adjustments to be made for staff and pupils as required Individual care plans will be reviewed and updated when necessary
To audit the school site in terms of the accessibility it affords to adults and children with disabilities	To examine the provision and operation of facilities provided on the school site To ensure all staff members log any concerns about provision on the school portal (Spiceworks)	Ongoing	Inclusion Leader, Assistant Head Teachers and Site Manager	Annual audit to be completed and to feed into the review of this action plan Spiceworks will be used by members of staff and be actioned accordingly

5. Accessibility Plan Review

The governing body will review this policy annually; however, the governors may review this plan earlier than this.

Policy reviewed by: **Mrs James and Mrs Andrews (Inclusion Leaders)**

Policy overviewed by: **Ms P Sheppard**

Policy agreed by governors:

Date: **October 2020**

Review date: **October 2021**

6. Reference Material

This Accessibility Plan was written through reference to the following documents:

- a. 'Equalities Act 2010 – Guidance for Norfolk Schools – Norfolk County Council (April 2014)
- b. 'Reasonable Adjustments for Disabled Pupils – Guidance for Schools in England' – The Equality and Human Rights Commission (2015)
- c. 'Schools Accessibility Strategy 2019-2021' – Norfolk County Council (2019)