

St Piers School (Young Epilepsy) Equality Act Accessibility Plan 2016

Introduction

- This document is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010. It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.
- St Piers School, as part of Young Epilepsy, is fully aware and active in its duty under the Disability Discrimination Act with regards to Disability Equality Duty that took effect from 4th December 2006 and the responsibility for assessing accessibility lies with the Health and Safety Manager through audit visits, and Senior Managers through quality assurance visits.
- This document is informed and guided by the practice and policies of Young Epilepsy and is reflective of the nature of the work of St Piers School and its varied educational settings. As such it provides guidance and information to local managers. The list of relevant Young Epilepsy policies and procedures can be found at Appendix A

Definition of Disability

Disability is defined by the Equality Act 2010:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the community for pupils, and prospective pupils, with a disability. For the purposes of this plan and statement such barriers to the curriculum include: epilepsy and associated neurological conditions, behavioural difficulties, and both diagnosed and undiagnosed autistic spectrum conditions.

Principles

- Compliance with the Equality Act is consistent with St Piers School's aim of social inclusion, its equal opportunities and anti-discrimination policies, and also the operation of relevant curriculum policies.
- St Piers School recognises its duty under the DDA (as amended by the SENDA) and the Equality Act 2010:
 - not to discriminate against disabled pupils in the provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan (below).
- St Piers School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- St Piers School aims to provide all pupils with a curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and actively supports the development of a more inclusive curriculum which:
 - setting suitable learning challenges,
 - responding to pupils' diverse learning needs,
 - overcoming potential barriers to learning
 - effective and accurate assessment for individuals, and groups of pupils.

Activity

a) Education & related activities

St Piers School will continue to seek and follow the advice of Young Epilepsy and the local authorities in which it operates, including specialist teacher and advisers and SEN inspectors/advisers as well as the appropriate health professionals from the local NHS Trusts where such advice is necessary to ensure the successful inclusion of a young person with a disability.

b) Physical environment

St Piers School will, wherever practicable and necessary and subject to the terms of building leases, take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

St Piers School will make itself aware of local services, including those provided through local authorities and the Learning and the Skills Council, for providing information in alternative formats when required or requested.

Action Plan

Where advised by the Health and Safety Manager, or via a Senior Manager's quality assurance visit necessary actions will be determined by the by the Operations and Project Manager. These actions will be included into the Project Development Plan (see Quality Assurance policy)

Linked Policies

This plan will contribute to the review and revision of related St Piers School policies, e.g.

- annual St Piers School development plan
- project development plans
- Quality assurance' policy
- Assessing learner need' and 'Working with young people with learning difficulties' policies
- Equal Opportunities policy
- Curriculum and delivery policies.

Delivery				
Targets	Strategy	Outcome	Timeframe	Responsibility
All teaching/delivery staff to have training as appropriate on further differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of pupils with specific learning difficulties with regards to accessing the curriculum	On-going staff development needs identified through individual staff performance plans	??????
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all off project provision to ensure compliance with legislation	All off project activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	By January 2017 complete a full review of compliance of activities undertaken to the end of the academic year. Issues raised and discussions to take place with stake holders	?????

Targets	Strategy	Outcome	Timeframe	Responsibility
Teaching areas are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support individual learning styles	Individual learning plans take into account the learning preferences of young people	On-going – assesses via pupil plans	Teachers, Occupational Therapists
Raising Awareness of Disability Issues	Discuss perception of issues with staff in team meetings and ensuring that policies do not discriminate.	Increased awareness of issues facing young people and staff with a barrier to learning	By the end of 2013 persons involved with writing and review policies and procedures trained in Equality Impact Assessment	Senior Management Team (COMPLETED)
Support for specific disabilities – i.e. partially sighted, hearing impaired young people	Establish protocols with Local Authorities with regard to specific support for pupils.	Agreed procedure in place with LA's.	Protocol in place for September 2016– start of new academic year	

Accessibility				
Targets	Strategy	Outcome	Timeframe	Responsibility
Improve facilities for Non-Weight Bearing (NWB) students disability to access education	Where possibly remove mobile hoists and install tracked solutions with changing beds in a purpose built wet room.	Improved facilities enhancing dignity for students and reducing risks to staff.	Ongoing since July 2013	Director of Resources/Head of Facilities
All building and refurbishment works to consider accessibility requirements	Contracts to specify the part M Building Regulations and reference to the Young Epilepsy DDA survey dated Sept 2011.	Improved access for students and staff with disability.	From Oct 2014	Director of Resources/Head of Facilities
Improve lighting, signage and external access for visually impaired people	Replace external lamps promptly when they have failed Ensure changes of level are highlighted. Corporate signage to be kept clean and easy to read. Provision of handrails where required	Visually impaired people feel safe on the campus. Access around the site easier for all.	From Oct 2014	Technical team Leader Head of Facilities

Targets	Strategy	Outcome	Timeframe	Responsibility
All decorating works to consider accessibility requirements.	Wall colours to be chosen with advice from Psychology/ Therapies to avoid “elevating” colours. Woodwork to be painted to achieve 30 points of difference from the Dulux colour scale	Colour schemes that support teaching, learning and behaviour. Classes accessible for visually impaired pupils.	From July 2012	Head of Facilities
Improve access for people with a disability on school grounds	Provide guidance throughout new school build to improve accessibility	More accessible site which better meets the needs of people with a physical disability	July 2016	Head of Facilities (COMPLETED)

Appendix A - relevant Young Epilepsy policies and procedures

<https://infosource.ncype.org.uk/sites/org/polproc/PoliciesWithMetadata/Equality%20and%20Diversity%20v1.1.doc?Web=1>

<https://infosource.ncype.org.uk/sites/org/polproc/PoliciesWithMetadata/Learning%20and%20Development%20Policy%20v1.1.doc?Web=1>

<https://infosource.ncype.org.uk/sites/org/polproc/PoliciesWithMetadata/Safeguarding%20Policy%20v1.1.doc?Web=1>

<https://infosource.ncype.org.uk/sites/org/polproc/PoliciesWithMetadata/Mental%20Capacity%20Policy%20v1.1.doc?Web=1>

<https://infosource.ncype.org.uk/sites/org/polproc/PoliciesWithMetadata/Student%20Support%20Policy%20v1.1.doc?Web=1>

<https://infosource.ncype.org.uk/sites/org/polproc/PoliciesWithMetadata/Teaching%20and%20Learning%20Policy%20v1.1.doc?Web=1>

<https://infosource.ncype.org.uk/sites/org/polproc/PoliciesWithMetadata/Safety%20Risk%20Management%20Policy%20v1.1.doc?Web=1>

<https://infosource.ncype.org.uk/sites/org/polproc/PoliciesWithMetadata/Health%20and%20Safety%20Policy%20v1.1.doc?Web=1>

<https://infosource.ncype.org.uk/sites/org/polproc/PoliciesWithMetadata/Fire%20Safety%20Policy%20v1.1.doc?Web=1>