

### Background to and aims of this plan:

Under the Equality Act 2010 there is a requirement for all schools to promote equality for people with protected characteristics in every aspect of their school experience. This equality duty has three main elements;

- To **eliminate discrimination, harassment, victimisation** and any other act prohibited by the act
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not
- To forge **good relations** between people who share a protected characteristic and those who do not

Disability is one of the protected characteristics.

The equality duty also explicitly recognises that disabled people's needs may be different from those of non-disabled people. Public bodies should therefore take account of disabled people's impairments when making decisions about policies or services. This might mean making reasonable adjustments or treating disabled people better than non-disabled people in order to meet their needs.

**The purpose of this accessibility plan** is to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

### Definition of disability

The Equality Act 2010 defines disability as follows:

- a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

### Reasonable adjustments and when they have to be made

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

These obligations, however, do not apply to content of the curriculum. Even if the content of the curriculum causes offence to students with certain protected characteristics, this will not make it unlawful unless it is delivered in a way which results in harassment or subjects students to discrimination or other detriment. Although the school will not expect disabled students to suggest adjustments, the school will encourage them to make suggestions and will have regard to any such suggestions made that might help to overcome the disadvantage. The school will determine whether the suggestions are reasonable for the school to implement in all circumstances

The school must make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage to their peers in the ability to participate in a learning experience outside of the classroom or an educational visit. This may include providing additional staffing and accessible transport or ensuring the venue is appropriate to the needs of the pupil concerned.

The factors to take into account when making an adjustment are:

- how effective the adjustment would be in overcoming the disadvantage
- how practicable it is to make the adjustment
- the financial and other costs incurred and the extent of any disruption to activities
- the availability of financial and/or other assistance in making the adjustment

### Examples of how Helsby High School supports students with disabilities:

- Preparation for entry to the school – e.g. *extra induction visits, extended transition e.g. summer school*
- *individual meetings with parents/carers, advice from outside agencies, a presence at EHCP reviews, professional discussions between supporting adults.*
- the provision of background information and advice for all members of staff – such information is regularly updated. It is also attached to SIMS so that it is

- easily accessible to all staff at all times.
- Discussion of the delivery of the curriculum and provision of such aids as hearing loops, be-spoke I.C.T etc.
  - All staff trained in the quality first teaching of pupils with specific conditions.
  - All staff responsible for the care of pupils with medical conditions trained in specific basic medical awareness.
  - Sensitive provision of support from members of the Learning Support Team – some disabled students may receive additional funding in the form of top up funding or funding through their EHCP. Where appropriate, a key member of the team will be assigned to an individual student. Where no top-up funding is granted, the school will fulfil its duty to meet the pupil’s needs with the notional Element 2 funding.
  - Special provision may be put in place at break/lunchtime/before and after school – e.g. providing places which may be quieter than areas of school accessible to all students, supervising the purchase and consumption of food at lunchtime, meet and greet at the beginning and end of the school day.
  - Classroom management e.g. seating plans, will be designed to ensure students with additional needs are supported.
  - Access arrangements are made, where appropriate, for public examinations
  - Access arrangements for internal tests and examinations are made, where appropriate to support students.
  - Additional support preparing for the next stage of education *e.g. Early interviews with the Independent Careers Advisor, starting in Year 9.*
  - All First Aid Staff are fully briefed about those students with disabilities (*provided this information has been made available by parents/carers*)
  - Arrangements for the administering of medication are put in place – *see medicines policy.* Where appropriate, medication will be stored safely and in some exceptional cases, will be administered under supervision – this would most commonly apply to students with diabetes. Such students will have a Care Plan attached to SIMS and easily accessible.

### **The accessibility action plan**

The 2022 – 2025 accessibility action plan will be produced once external agencies have audited current provision and provided suggestions for improvements.