



DISABILITY EQUALITY SCHEME ACCESSIBILITY PLAN 2012 - 2015

1 Scope

This scheme enables Teignmouth Community School to fulfill its duties under legislation for the Disability and Discrimination Act 1995 (DDA) and DDA 1995 part 4 (as amended by the SEN and Disability Act 2001 – SENDA) and takes full notice of the Code of Practice for Colleges published by the Disability Rights Commission 2002. The DDA definition of a disabled person is ‘a person who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities’.

A disability can be defined as:

- physical (for example difficulties moving, using a wheelchair);
- mental (for example depression or brain injury);
- learning disability;
- long term illness or health condition (for example MS, cancer, HIV, epilepsy, diabetes);
- it also includes conditions such as dyslexia, speech problems and disfigurements

2 Requirements

As a school, we work hard to ensure that our culture and ethos are such that whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect; students and staff have an opportunity to experience, understand and value diversity. We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in all forms of school life.

Students

Having a disability does not imply that a student has for that reason alone, Special Educational Needs, under the terms of the Education Act 1996 and the code of practice. Therefore, each student with a disability will require separate consideration and treatment.

It is unlawful to treat a disabled person less favourably for reasons related to his/her disability than a person that does not have a disability, without justification. In fact a disabled person may be treated more favourably, if it improves their access to the curriculum or aids their movement around the site. The school values the full range of its students and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that ‘reasonable adjustments’ are made to accommodate disabled students, while bearing in mind the interests of other students.

The school is required to make, under the terms of SENDA 2001:

- improvements in access to the curriculum for disabled students;
- physical improvements to increase access to education and associated services (e.g. extra-curricular activities); and
- improvements in the provision of information in a range of formats for disabled students.

Our two key duties are:

- Not to treat those with disabilities less favourably
- Make reasonable adjustments (anticipate their needs).

Staff

The school values each member of staff for their contribution and will seek to ensure that no member of staff is disadvantaged by reason of his/her disability. The school aims, within the constraints of the resources available, to ensure that no member of staff is less favourably treated in the school's procedures and practices in respect of: recruitment, performance management, promotion, staff development, teaching environment and access to the premises. The school will examine each case of disability to determine the best adjustments that can be made to accommodate the individual's needs.

Visitors

The school seeks to ensure that all disabled visitors to the site have access to as much of the premises as is reasonably possible and will make every effort to ensure the ease and comfort of those visitors whilst on site.

The Board of Directors has:

- delegated powers and responsibilities to the Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled students in our admissions and exclusions, and provision of education and associated services
 - treat disabled students less favourably
 - take reasonable steps to avoid putting disabled students at a substantial disadvantage
- the responsibility of providing all students with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individuals and their preferred learning styles;
- the responsibility endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to student's diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities Director, who will be the Director responsible for the Learning Support Portfolio, to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- nominated a designated link Director, who will be the Director responsible for the Estates Portfolio, who will work with the School Manager to ensure that the Accessibility Plan is regularly monitored and updated;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;

- nominated a link director to visit the school regularly, to liaise with the Principal and the coordinator and to report back to the Board.

The Principal will:

- work closely with the link director and School Manager;
- work closely with parents and School Manager to ensure that the needs of disabled students and staff are met
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- oversee the implementation of the policy, Scheme and Plan;
- in conjunction with the Board of Directors and School Manager, devise a new Accessibility Plan every three years;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and directors in the matter of disability discrimination;
- ensure all school staff, students and parents are aware of and comply with this policy;
- report to the Board on the procedures in place for school staff with disabilities;
- inform the Board on the training programme for school staff;
- monitor the effectiveness of this policy;
- monitor the effectiveness of the Disability Accessibility Plan for students;
- annually report to the Board of Directors on the success and development of this policy

The School Manager or Policy Coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Principal and the nominated director;
- ensure the needs of disabled staff and students are fully considered in any strategic planning for the development of the site
- provide guidance and support to all staff;
- regularly discuss the development needs of individual staff or students with disabilities
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Board of Directors on the success and development of this policy

Development Area	Targets	Strategies	Expected Outcomes
Delivery of the Curriculum	All students to have a tailored, personalized curriculum	<p>Year 8 option choices</p> <p>Differentiation in all lesson planning.</p> <p>PSHE delivered to all which contributes to changes in attitudes</p> <p>Enhanced KS3 curriculum</p> <p>RWI at Mill Lane and CAL</p> <p>SEN provision</p> <p>Literacy Numeracy Support, dyslexia screening, ASC Support, SEAL. Thrive, KS3 & KS4 inclusion rooms, Forest School, Tides, Lighthouse provision, SEN resources, Specialist Trained Staff, Student Support base at Mill Lane</p>	<p>Tailored curriculum by year 9</p> <p>Students access to more qualifications in KS3</p> <p>Increase student attendance, safety, behavior and wellbeing in order to ensure every child achieves their potential</p>
The Physical Environment of the School	<p>To make more classrooms accessible to wheelchairs.</p> <p>To improve signage around site.</p> <p>To provide a dedicated SEN area on Exeter Road site</p> <p>To provide dedicated SEN rooms at Mill Lane</p> <p>To provide dedicated Student Support provision at Mill Lane</p>	<p>To provide ramps to classrooms as required and consider disabled access for all new builds or improvement works</p> <p>Consider SEN friendly signage</p> <p>To move sixth form out of Winterbourne to create dedicated SEN area</p> <p>Remodel the tides and Lighthouse provision.</p> <p>Enhance the Nest</p>	<p>Increased access around the site and to make site accessible to all</p> <p>To increase facilities for SEN students and Sixth Form students</p>
Provision of Information in Other Formats	<p>Website</p> <p>Provision of interpreter</p> <p>Signs which take into account specific learning needs</p>	<p>Develop the website for disability access</p> <p>As required for hearing impaired parents and students</p> <p>Dyslexia and braille friendly</p>	Ensure website is SENDA compliant

3 Key Terms and Definitions

ACRONYM	TERM	DEFINITION
DDA	Disability Discrimination Act	Legislation of 1995
SEN	Special Educational Needs	A term to define the difference in educational abilities for specific students
SENDA	Special Educational Needs and Disability Act	Legislation of 2001
LLC	Local Learning Community	In reference to particular area within the school
CAL	Centre for Appropriate Learning	Area of Special Educational Needs
RWI	Read Write Inc.	Literacy strategy for KS1 and 2
ASC	Autistic Spectrum Condition	A grading process for levels of autism
SEAL	Social and Emotional Aspects of Learning	A learning strategy for student and adults

Amendment Record

VERSION #	DATE	AMENDED BY	NATURE OF CHANGE
1	01.09.2012		
2	15.09.2014	MKS	Development areas and targets