

**Pegswood Primary School
Accessibility Plan
April 2016 – April 2019**



From 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”.

Our Action Plan sets out the proposals of the governing body to increase access to education for disabled pupils in three areas:

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

DUTIES AND DEFINITIONS

The Equality Act’s fundamental definition of a disabled person is someone who has ‘***a physical or mental impairment which has a substantial and long-term negative effect on his or her ability to carry out normal day-to-day activities.***’

1. Disability discrimination duties state that it is unlawful for schools to discriminate against disabled pupils. We would discriminate if we treated a disabled pupil or prospective pupil less favorably than another for a reason related to their disability and without justification, or if we failed, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the ‘reasonable adjustments’ duty.

2. Planning duties require Local Authorities and schools to develop accessibility strategies and plans to improve access to school education for disabled pupils. The strategies and plans we adopt will show how, over time, access to local schools will be increased by increasing access to the curriculum for disabled pupils, making improvements to the physical environment of the school to increase access to education and associated services and making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

3. Special Educational Needs duties. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally. The SEN duties provide support for children identified as having SEN.

Making reasonable adjustments for disabled pupils

Reasonable adjustments meet **statutory requirements** when they:

- act to **prevent** disabled pupils being placed at a **substantial disadvantage**

- are aimed at **all disabled pupils**
- are **anticipatory**
- enable pupils to **participate** in education and associated services

When deciding if a reasonable adjustment is necessary to avoid placing disabled pupils at a substantial disadvantage, we will consider the potential impact on disabled pupils in terms of:

- time and effort
- inconvenience
- indignity or discomfort
- loss of opportunity
- diminished progress

We will also consider the impact on the majority of the children and reasonable adjustments will not be to the detriment of this majority.