



Northampton School
for Boys

Disability Equality Scheme
And Accessibility Plan

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Section 1

Introduction

Equality Act 2010

A new Equality Act came into force on 1 October 2010. The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

The Act simplifies, strengthens and harmonises the current legislation to provide a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

Nine main pieces of legislation have been merged including:

- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2
- the Equality Act (Sexual Orientation) Regulations 2007

Section 2

Definitions and Duties

Definition of Disability, as amended by the Equality Act 2010

A person is a disabled person if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no

longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.

- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are ‘normal day-to-day activities’ at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

Definition of Special Education Needs

A child or young person has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child or young person has a learning difficulty if they have significantly greater difficulty in learning than the majority of children and young people of the same age.

Many, although not all, disabled children will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

Children or young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Equality Act 2010 also prohibits schools from discriminating against, harassing or victimising:

prospective pupils

pupils at the school

in some limited circumstances, former pupils

The Equality Act 2010 provides a modern, single legal framework, and a clearer, more streamlined law that will be more effective at tackling disadvantage and discrimination.

Avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life.

The Act protects pupils from discrimination and harassment based on ‘protected characteristics’.

The protected characteristics for the schools provisions are:

Disability.

Gender reassignment.

Pregnancy and maternity.

Race.

Religion or belief.

Sex.

Sexual orientation.

The reasonable adjustments duty requires schools to think ahead, anticipate the barriers that disabled pupils may face and remove or minimise them before a disabled pupil is placed at a substantial disadvantage. Reasonable adjustments may need to be made in admissions, exclusions and 'education and associated services,' a term that covers every aspect of the life of the school. A Code of Practice, published by the Equality and Human Rights Commission provides guidance on the way that the duties operate.

In general it is the governing body of the school that is the 'responsible body' who needs to ensure that everyone in the school, staff or volunteer, is aware of the duties owed to disabled pupils. To avoid discrimination against any disabled pupil, all staff need to implement the duties in relation to their area of responsibility.

If parents think that their child has been discriminated against, they have a right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal. If the Tribunal finds that a school has discriminated unlawfully against a disabled pupil it can order any remedy that it sees fit, except financial compensation.

This duty requires schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future. Schools can implement the general duty by actively reviewing all their policies, procedures and planned access improvements to remove barriers, with a view, for example, to greater recruitment and retention of disabled staff, greater participation of disabled pupils, disabled parents and community members.

Section 3

Vision and Values

Northampton School *for Boys* has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

Northampton School *for Boys* commitment to equal opportunities is driven by the National Curriculum Inclusion statement (updated December 2014)

The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Northampton School *for Boys* aims to identify and remove barriers to disabled pupils in every area of school life.

Northampton School *for Boys* makes all children feel welcome irrespective of race, colour, creed or impairment.

Section 4

Accessibility at Northampton School for Boys

Accessibility Plans

Schools are required to have Accessibility Plans showing how they are planning strategically to increase access over time; the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. The plan must show how the school is:

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

Northampton School *for Boys* will ensure that all staff and governors are aware of the implications of the Equality Act, through training and development opportunities, embed the good practice across all aspects of school life.

At Northampton School *for Boys* we try to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the Equality Act. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

We have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning. Scheme of Work revisions include measures to ensure that all pupils including those with disabilities can access the curriculum. This is a rolling programme of improvements that is leading to holistic embedding of the principles.

In our physical environment we have done what we are able to within the resources available. The last audit in our school identified a range of issues with differing levels of importance. We have a desire to improve the environment in a way that promotes inclusion for all pupils and will continue to do so subject to resources being available.

We have tried to use a range of formats to meet differing needs. Visual signs are used in appropriate places for all pupils, and particularly for those who need visual cues to help them. We are aware of services to produce alternative formats if necessary.

We will use our information systems to monitor our progress as a school and the progress of disabled children within the school to ensure that we are helping all children achieve.

Objective 1: To review the Accessibility Plan annually

Objective 2: To inform relevant members of staff with responsibility for the accessibility plan when the needs of any student are significant and require reasonable adjustments. This will include students transitioning from primary school, external applicants entering the sixth form, students who are selected from the waiting list or who transfer in during the academic year.

Section 5

Involvement

External agencies are consulted as relevant to ensure that the information held is current and to seek guidance. These professionals offer a range of support and expertise to the school and contribute to the education plans of those with whom they are engaged. Such agencies include SALT, Young Carers, the school nurse, Sensory Impairment service, Specialist Support Service etc.

Students with disabilities are represented on School Councils and hold positions within the school House System, they are also members of the varying sporting teams, musical groups etc

Section 6

Management, Coordination and Implementation

The following Governor Committee has responsibility for the management and implementation of the accessibility policy along with a number of identified members of staff;
Governors' Welfare Committee

A specific area of the school website for parents includes information regarding who to contact at the school in order for parents to inform Northampton School *for Boys* of any additional needs they may have which may prevent ease of access to school information as well as the school site.

The Northampton School *for Boys* SEN Information Report (Clause 65 new SEN Code of Practice 2015) informs parents and others amongst other things;

- The kinds of SEN that are provided for
- Arrangements for consulting parents of children with SEN and involving them in their children's education
- How adaptations are made to the curriculum and the learning environment of pupils with SEN
- Arrangements for supporting pupils moving between phases of education and preparing for adulthood
- The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

Useful Resources and Websites

Equality Act (2010)

SEN Code of Practice 2015

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability. All curriculum areas consider their practice in light of current legislation and developments.</p> <p>To ensure all students have appropriate equipment in place to enable them to engage with a broad and balanced curriculum</p>	<p>Use of one page portraits identifying individual needs and support strategies needed in order to be supported appropriately.</p> <p>Assessment for use of ICT; production of modified resources for VI students</p>	<p>Staff are more aware of the ways in which they can make the curriculum more accessible to students with specific needs</p> <p>Strategic planning continued at curriculum team level</p>	<p>Continue with training of whole school staff. Link with school and Curriculum teams focus upon teaching and learning.</p> <p>At least one INSET training to focus on inclusive practice each academic year. To meet regularly with students, parents and outside agencies to plan access improvements</p>	<p>SENCo Teaching Staff</p> <p>SENCO, Director of Inclusion</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All students have equal access to a broad, balanced curriculum. The school community values diversity</p> <p>Raised awareness of the collective responsibility towards inclusion</p>
<p>To ensure that the main school is accessible to all disabled visitors including parents and carer's and wheelchair users in particular (staff, student or visitor)</p>	<p>Annual accessibility audits for wheelchair students are completed</p> <p>Communication when sharing parent / carer needs and arranging for the correct support to be available</p>	<p>To keep the disabled lifts in working order and ensure arrangements are made to direct and support disabled parents or carers during Parent / Open Evenings</p> <p>To provide support / signers for parents and carer's with hearing impairments</p>	<p>Regular maintenance visits.</p> <p>YTL's to be aware of the needs of any wheelchair user parents or carer's and arrange support if required on parents evenings.</p> <p>Arrange with appropriate providers for signers to be present at all parents/ open evenings for identified parent/ carer</p>	<p>Site Manager</p> <p>YTL</p> <p>SENCo JRA</p>	<p>Ongoing</p>	<p>All visitors can access the main reception area of school and be able to move around the site either with support or independently</p> <p>HI parents can access information about their children as well as participate when attending events/ functions / open evenings/ parents evenings.</p>
<p>Ensure all exam arrangements are in place for all students with identified needs</p>	<p>Early identification of potential needs of students when in the lower year groups so we can arrange for further evidence when at the point of assessment for GCSE access arrangements</p>	<p>All students are to achieve full potential and support structures are in place</p>	<p>Member of staff to attend the relevant training course to qualify to administer assessments in line with the JQC framework for access</p>		<p>Ongoing</p>	<p>Staff member trained to assess who has the correct qualifications</p>

Accessibility Audit January 2017

Audit completion date(s): 15 January 2017

Completed by: RMU

Document Review date: January 2018 (or before if significant change)

Building / Area	Accessibility issue	Impact (High Med Low)	Priority (High Med Low)	Possible long term solution	Cost (High Med Low)	Probability of implementation (High Med Low)	Possible interim solution (reasonable adjustment)	Cost (High Med Low)	Further action
Access to front of school crescent and parking	None								
Access into school building from drop off	None								
1911 entrance and hall	None								
Headmaster's study	None								
East wing lower corridor and rooms	Doors hard to open	M	L	Modify doors/closers – Add automatic openers	H	L	Assistance given	L	Door closers adjusted to allow slightly easier opening
East wing Toilets	None								
East wing stairs	Not accessible to wheelchairs	M	L	Install external lift	H	L	Use lift in concourse	L	
East wing upper corridor and rooms	Not accessible to wheelchairs	M	L	Install external lift	H	L	Pupils and visitors with accessibility needs - timetable rooms elsewhere	L	
Building / Area	Accessibility issue	Impact (High Med Low)	Priority (High Med Low)	Possible long term solution	Cost (High Med Low)	Probability of implementation (High Med Low)	Possible interim solution (reasonable adjustment)	Cost (High Med Low)	Further action
1911 upper corridor and rooms	Door between Concourse 1 st floor and 1911 RE rooms	L	L	Break out and install wider door	H	L	Narrow manual wheelchair available from First Aid room	L	

Notes:

We now have one pupil permanently using a wheelchair and another who occasionally uses a wheelchair but is mainly using crutches.

Visual beacons have been installed in strategic areas to aid lesson change over and evacuation notification for Hearing Impaired.

Needs to be a focus on handrails in the Concourse building as some have broken or are not secure.