

Eastbrook Secondary School



Accessibility Policy Disability Equality Scheme

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Policy amendments may occur at any time. Please consult the Policies page on the website for the latest update.

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The Eastbrook School community reflects, promotes, and celebrates

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Eastbrook School we are committed to establishing equality for all students, their parent / carers, staff, and other users of the school. This is reflected in our school aims, which state:

We strive to be a centre of excellence for the whole community, where all learners and visitors are included, inspired, and empowered. All achievement is celebrated, and learners are encouraged and supported to face challenge with resilience and dignity. Our students may be ambitious with a clear drive to succeed in a chosen career, or they may have yet to decide the direction they wish to take. They will be expected to work hard; they will have the opportunity to achieve in the widest sense; from academic excellence to sports and the arts, in leadership and entrepreneurial endeavor, in voluntary service and community involvement.

We want our learners to feel good about themselves; to know that they have something to offer and to aspire to achieve their goals. We want them to feel safe and secure. We want them to feel value within their community and able to contribute. They will achieve the best possible examination results they can. Academic success opens opportunities for learners; it provides the chance to move into new areas of study and eventually into a wide range of work and lifelong learning. This is true for all our learners. We are committed to making sure that everyone has access to the same levels of opportunity. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. The school has worked closely with the Local Authority to ensure that the building is fully accessible to all students, parent / carers and visitors. All buildings have disabled access and where stairs are not able to be used, there are lifts available. We provide interpreters wherever necessary.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parent/carers, students, governors, and staff

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. The curriculum is reviewed to ensure it meets the needs of all pupils.	We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	HOD
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required.	Improve access to school for all students and Visitors.	Accessibility audit to be carried out.	Headteacher
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible.	Review the effectiveness of communication strategies across the school.	Complete a communication audit and implement any actions required to improve communication across the school.	SENCO

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher and approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy

- Health and safety policy

- Equality information and objectives (public sector equality duty) statement for publication

- Special educational needs (SEN) information report

- SEND policy

- Supporting pupils with medical conditions policy

Appendix One:

Access to Work

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a Deaf or partially hearing person who may need support at an interview.
- a reader at work, for a blind or visually impaired person.
- special equipment (or alterations to existing equipment) to suit work needs arising from a disability.
- help with the additional costs of travel to work for people who are unable to use public transport.

Access to Work can also pay for a support worker if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment.
- someone to support communication for a person with a hearing impairment.
- a specialist coach for a person with learning difficulties.

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- contacting their local Disability Employment Adviser (DEA) through their nearest Job Centre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your circumstances with you.
- Contacting the Local Authority Human Resources Team for information.

Appendix Two

Definition of Disability used at Eastbrook School

The DDA defines a disabled person as someone who has:

‘a physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.’

Definition of the terms:

- 2] ‘Physical impairment’ includes sensory impairments.
- 2] ‘Mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness.
- 2] ‘substantial’ means ‘more than minor or trivial’; and ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder (ADHD), epilepsy. These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- 2] mobility. manual dexterity. physical co-ordination.
- 2] continence. ability to lift, carry or otherwise move everyday objects.
- 2] speech, hearing or eyesight. memory or ability to concentrate, learn or understand.
- 2] perception of risk of physical danger.
- 2]
- 2] Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

