



## **Introduction**

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence

- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

**Our planning addresses the following areas:**

**Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents/carers and visitors.

**School curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.

**Support services** – access to services within and external to the school to support families where a disability is identified.

**Awareness** – building awareness of staff through training and development whilst also heightening children's awareness of issues related to disability.

**Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

**Processes for identifying barriers will include:**

Feedback from premises committee following site inspections, feedback from users of the school, needs review for enrolment of pupils through discussion, APDRs, SEND Support records, EHCP information and recommendations from the professionals, information for parents and carers.

**Monitoring of plans and attendance at extra-curricular clubs will be undertaken by:**

The SEND/Inclusion Team, the Senior Leadership Team, the Headteacher and the Governing Body including the Premises and Health and Safety Committee, the Curriculum and Standards Committee.

#### **PHYSICAL FACILITIES**

##### **Summary of progress to date in last three years**

- 

##### **Objectives for improvement in next three years**

- 

#### **THE SCHOOL CURRICULUM**

##### **Summary of progress to date in last three years**

- 

##### **Objectives for improvement in next three years**

- 

#### **SUPPORT SERVICES**

##### **Summary of progress to date in last three years**

- 

##### **Objectives for improvement in next three years**

- 

#### **AWARENESS**

##### **Summary of progress to date in last three years**

- 

##### **Objectives for improvement in next three years**

- 

#### **COMMUNICATION**

##### **Summary of progress to date in last three years**

- 

##### **Objectives for improvement in next three years**

