# Impington Village College

# Disability Equality Scheme and Accessibility Plan

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## 1.0 INTRODUCTION

1.1  The Equality Act 2010 came into force on 1 October 2010.  This replaces the Disability Discrimination Act (DDA) and contains changes for schools.  The Governing Body retains responsibility for the active promotion for equality of opportunity for all disabled people and the new provisions of the Act.  A full copy of the Equality Act is available at www.equalities.gov.uk/equalities_act_2010

1.2  Impington Village College is a 11-19 mainstream school located in a village north of Cambridge and has enhanced provision for students with physical and learning disabilities.  The College has a very strong inclusive ethos recognising individual differences, accepting people's strengths and weaknesses and enabling them to value themselves and others.  The College strives to create a community where everyone can participate fully and equally.  We will ensure that we meet our responsibilities towards disabled people.

1.3  The College recognises the responsibility of every member of staff to remove barriers to learning for those with disabilities. We acknowledge our key duties towards disabled people as:

- o  Increasing access to the curriculum
- o  Improving the physical environment of the College so all areas are accessible with lifts, ramps and particular furniture, adapted toilets, washing and changing facilities provided.
- o  Improving the provision of information for disabled people where it is provided in writing.
- o  Promoting equality of opportunity for all disabled people

1.4  This policy applies to disabled people and includes disabled students, employees, governors, parents and carers and other members of the wider community that might use the College premises for leisure and other activities.

1.5  The College understands the importance of involving disabled people in the production of our scheme.  We aim to engage a wide range of people to help us understand the barriers that disabled people face and what can be done to promote equality.

## 2.0  DEFINITIONS

2.1  The College has accepted the definition of disability stated in the Equality Act 2010.

A disabled person (child, adult or parent) is someone who has a *physical or mental impairment* which has a *substantial* and *long-term* effect on his or her ability to carry out *normal day-to-day activities*.

- o A **physical or mental impairment** includes sensory impairments; impairment relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes or epilepsy.
- o **Substantial** means more than minor or trivial
- o **Long term** means an impairment that has lasted at least 12 months or is likely to last 12 months or for the rest of the person's life.
- o **Normal day-to-day activities** cover the following categories: 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 the risk of physical danger.

## 3.0 IDENTIFICATION AND INFORMATION GATHERING

3.1  The College is committed to identifying disabled students, parents and staff, and working with them to gather information so that we can prioritise improvements that will promote equality.

3.2  The College recognises the need to clearly identify which students may be included in the definition of disability.  The College will review its methods of collecting student information to ensure that a broader range of students is covered.

3.3  The College has systems for recording disabled employees and governors.

3.4  The impact on disabled people of our current policies and practices will be assessed to ensure that we understand the barriers that are faced and begin to make improvements.

3.5  The College analyses data on the achievement of students through exams, tests and end of key stage outcomes as well as their participation in extra curricular activities

3.6  A broader interpretation of achievement to reflect other opportunities including  participation in a range of College activities and transition to further education, training and employment will enable the College to analyse the outcomes for disabled people.

3.7  The recruitment, development and retention of disabled employees will be in accordance with the Personnel Policy of the College.

## 4.0 ROLES AND RESPONSIBILITIES

4.1  The Governors have prime responsibility for ensuring the College meets it duties to actively promote disability equality. They will publish a Disability Equality Scheme and Accessibility Plan which will be reviewed every three years and will report annually on the progress being made.

4.2  The College Executive Team will actively promote disability equality by:

- encouraging participation of disabled people in all aspects of College life
- promoting positive attitudes towards disabled people
- assessing the impact of all policies and practices within the College on disabled people
- eliminating any unlawful discrimination and disability related harassment

4.3  The SENCO will actively promote disability equality by:

- overseeing the day-to-day operation of the Disability Equality Scheme
- advising, supporting and training other professionals in the College.
- liaising with parents and carers and other professionals
- collecting, monitoring and tracking information relating to the achievements and participation in College life of disabled students.

4.4  The Director of Finances & Resources will actively promote disability equality by:

- Monitoring the impact of resources within the College on disabled users, and ensuring that specific funding for disabled students is correctly utilised.
- evaluating with the help of disabled staff and students, the success of  facilities to date.
- providing health & safety improvements in line with accessibility guidance plans wherever possible.
- gathering information with the help of the personnel consultant, on current disabled staffing complement and what roles they perform.
- reviewing employment policies where appropriate to ensure equality.

4.5  Heads of School will actively promote disability equality by monitoring information from year to year about disabled students using established systems and data to track the progress of disabled students.
- liaising effectively and drawing on the expertise of other professionals, parents and students
- promoting positive attitudes
- encouraging participation in a broad range of activities
- eliminating disability related harassment.

4.6  Subject teachers will actively promote disability equality by:

- having high expectations of disabled students.
- reducing barriers to the curriculum by making reasonable adjustments

- o increasing the extent to which disabled students can participate in the curriculum by planning appropriate differentiated schemes of work and clearly assessing the National Curriculum level of the full range of students.
- o improving the delivery of written information to disabled students.
- o liaising effectively and drawing on the expertise of the SEN team and other professionals.
- o taking steps to meet disabled people's needs.
- o promoting positive images of disabled people in their classroom

The College Disability Equality Scheme and Accessibility Plan is available on request from the Principal's PA. An enlarged print version can be provided on request or downloaded from the College website.

The Accessibility Plan has been discussed with the College Property Advisor and actioned wherever possible. In all cases an assessment of the suggested action has taken place and been either acted upon or marked as low risk. This Plan will be reviewed annually and low risk areas will be monitored for escalation.

## 5.0 ACCESS

5.1 The College has level access throughout the ground floor with wheelchair accessible lifts to first floor levels in the Art Department, K Block and Sports Centre. Wheelchair accessible toilets are available in the Prom, Pavilion, Library, K Block and Sports Hall.

5.2 Dedicated disabled parking spaces can be found in front of the main building and near the Pavilion, K Block and Sports Hall.

*Hearing Systems:*
The College Reception has a portable hearing system which is available for use around the College. It enables the user to switch their own hearing aid to a frequency which will provide enhanced sound reception for them, whilst they are visiting the College.

*Visual Signs*:
Signage is produced wherever possible to ensure clear, high visibility information for users. Additional signposting is constantly kept under review on a rolling basis to ensure improvements are made where necessary.

*Fire Alarms*:
The existing fire alarm is audible in all parts of the College. The K Block has also visual fire alarms in the atrium area. As new build or refurbishment takes place this will be extended.

If you would like to discuss any areas/issues prior to your visit please contact Miss K Jarvis (students, parents and carers) 01223 200400 or Mr Difranco (staff, governors, other community users, Sports Hall) 01223 200400.

Specialist facilities and equipment for the personal care and curriculum areas of students with physical disabilities is provided at the College.

**6.0  THE DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN ACTIONS**

6.1  See below.

**THE DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN ACTIONS**

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| To develop clear systems for identifying disabled people connected to the College to enable us to open a dialogue about promoting equality of opportunity. | • To maintain a SIMS database holding information about disabled students, parents (with consent), employees and governors<br>• Information to be gathered at key points of the year | Data Manager<br><br>Personnel Manager | Review annually Autumn |
| To impact and assess existing policies and practices. | • To review existing policies and practices<br>• Impact assess and revise high priorities<br>• Impact assess and revise  medium priorities | Governors<br><br>Senior Leader | See Policy Review Schedule held by Principal's PA |
| To review provision and progress of SEN students in College | • Establish a monitoring and tracking system for educational attainment of disabled students.<br>• Establish procedures for monitoring the participation of disabled people in College life to include<br>    o Exclusions<br>    o Extra curricular<br>    o College visits<br>    o College council<br>    o Staff provisions of responsibility<br>    o Number of staff employed<br>    o Transitions to further higher education and employment | SENCO<br><br>Assistant Principal: Discipline & Alternative Provision<br><br>Personnel Manager | Annually |

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| To improve the physical environment of the College to increase the extent to which disabled people can take advantage of the facilities | • Reception area – Main College, hearing loop, improved ramp access<br>• Visual alarms – Fire alarms to be improved for visual provision<br>• Colour marking of hazardous areas – improve the provision of signage, coloured kerbs, poles, to reduce slips, trips and falls.<br>• Continue to provide height adjustable tables in classrooms as required<br>• To review and provide where necessary correct seating in Science laboratories (ensuring grab handles and adequate back support)<br>• Renovate toileting facilities in the Pavilion to provide additional facilities with better privacy<br>• A greater number of people trained to deliver personal care<br>• Incorporate inspection of disabled loos within existing quality control checks for cleaning | Director of Finance & Resources<br><br>Site Manager | Annual Review/Plan as part of Health and Safety |
| To improve the delivery to disabled people of information that is provided in writing | • Putting College information in a range of accessible formats to improve access with translation into other languages available upon request or where there is a clear need<br>• Homework<br>• Worksheets<br>• Tests and examinations available in appropriate format for disabled students<br>• ICT – speech/talking text | Assistant Principal: Discipline & Alternative Provision<br><br>SENCO<br><br>Faculty Leaders | Ongoing/Annual |

| Communication | • Review methods of communication with particular regard to improvements in<br>• Parent Mail<br>• Text/SMS messaging<br>• Type face/Font/Size/ Braille | | |
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