

## **ACCESSIBILITY PLAN AND DISABILITY EQUALITY SCHEME**

It is the Governing Body's intention that the school considers disability equality considerations at every level, i.e. strategic, policy, management, in the classroom, etc.

This applies to disabled staff, students, parents, carers, visitors and all others who use the school.

The Equality Act 2010 defines a disability as 'a physical or mental impairment that has a substantial, long-term adverse effect on day-to-day activities'.

The school aims to promote equality of opportunity between disabled people and other people.

In determining the detail of its Disability Equality Scheme (DES), the school will seek to involve disabled students, employees and other disabled persons with relevant knowledge and experience.

In furtherance of these aims, the school will develop an Action Plan which aims to show how the school proposes to:

- promote equality of opportunity between disabled people and other people;
- avoid discrimination that is unlawful under the Equality Act;
- avoid harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

The school will report on its progress in developing and implementing its Action Plan to the Governing Body on an annual basis.

### **See also:**

- Appendix A, Definitions of Disability
- The Governing Body's Policy on Special Educational Needs and Disability.

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### APPENDIX A: DEFINITIONS OF DISABILITY

The Equality Act 2010 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.'*

#### **For the purposes of the Act:**

- substantial means neither minor nor trivial;
- long term means that the effect of the impairment has lasted or is likely to last for at least 12 months (there are special rules covering recurring or fluctuating conditions);
- normal day-to-day activities include everyday things like eating, washing, walking and going shopping.

#### **Physical and mental impairments:**

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairment, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on a person's ability to carry out normal day-to-day activities is substantial and long-term, as defined by the Act.

There is automatic protection for certain progressive conditions. These are HIV, cancer and multiple sclerosis from the point of diagnosis.

#### **Normal day-to-day activities:**

The test of whether an impairment affects normal day-to-day activity is whether it affects one 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 or physical danger.

#### **Special Educational Needs and Disability (SEND):**

The definition of SEND includes many, but not necessarily all, disabled children; a disabled child has special educational needs if s/he has a disability and needs special educational provision to be made in order to be able to access the education which is available locally.