

DISABILITY ACCESS PLAN

1. Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under this legislation the Sir William Perkins's School Governing body continues to have responsibility for accessibility planning for disabled students, staff and visitors and this plan is to be read in conjunction with the School's *Accessibility Plan (SENDA)*, the *SEND Policy*, and the *Equal Opportunities Policy*. This disability access plan will include data and consultation from various departments and organisations where relevant.

2. Key definitions

Within the terms of the act the term "disability" is defined as:

"A person has a disability if they have a physical or mental impairment that has substantial and long-term adverse effect on their ability to carry out day to day activities".

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia, and physical conditions such as diabetes, arthritis, and epilepsy. Behavioural difficulties are only included if they relate to an underlying physical or mental impairment or result from a mental illness which is well recognised e.g., Tourette's syndrome, ADHD, ADD, ASD etc. This therefore includes several students who are or may be on our SEND register.

3. Our vision

In creating this plan, the School seeks to focus on the welfare of the individual student, and to demonstrate respect for the feelings, values, and beliefs of others in our diverse school community.

Our vision is to support all students with a disability to:

- Have high aspirations, a willingness to succeed and the ability to make right choices.
- Have access to provision in the choices that they want to make.
- Feel included within all areas of school life.
- Have self-confidence, high self-esteem, and the ability to form constructive relationships with others.
- Have the ability to progress along a chosen path.

4. Scope

This plan sets out the proposals of the Governing Body of SWPS to increase access to education for disabled students in the three areas required by planning duties in the Equality Act as follows:

- To increase the extent to which disabled students can participate in the school curriculum.
- To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- To improve the delivery to disabled students of information which is provided in writing to students who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- Monitor recruitment procedures to ensure that people with disabilities are given equal opportunities.
- Ensure that staff with disabilities are supported with special provision to ensure they may carry out their work effectively without barriers.
- When necessary, undertake reasonable adjustments to enable staff to fully access the workplace.

5. Current Access and Future Planning

Our current planning is focussed not only on supporting SEND students to access all aspects our curriculum (see *SEND Policy*), but also on maintaining and improving the physical environment of the School to increase the extent to which disabled students can take advantage of education and associated services.

Some of the older parts of Sir William Perkins's School present a number of difficulties for physical access. However, enhanced physical access is facilitated by ramps, lifts and handrails wherever possible. These additions mean that there are few areas of the school that are not accessible to all. Nevertheless, there are a few areas on site which are less than optimum locations for students, staff and visitors requiring full accessibility assistance and the School will continue to improve accessibility where possible.

5.1 Entry/Exit

- We have ramps leading to and from the majority of entrances to the school.
- There are 3 main lifts servicing all floors of the school buildings and a BC (wheelchair) lift leading to the library.

5.2 Lighting

- There is sufficient lighting with the school buildings, a plan is in place to improve this further with a rolling schedule of replacement beginning Easter 2024. The target completion date for all lighting to be LED is currently October 2024.

5.3 Decoration

- The school is decorated throughout in pastel shades of Gardenia with strong accent colours of dark blue. Blue is recognised as helping to lower body temperature and is also used to support those with visual impairment as it reduces the strain on eyes.

5.4 Toilets

- There are 10 disabled toilet facilities spread across all floors of the school.

5.5 Canteen facilities

- During Summer 2023 the Atrium /canteen area of the school was refurbished allowing for better access to disabled students/visitors

5.6 School transport/Coaches.

- All school vehicles comply with PSVAR 2000 regulations (any vehicle over 22 seats must have provision for disabled access)

8 Monitoring and review of this plan

The Governing Body is ultimately responsible for the effective oversight, review and amendment of this plan and understands its legal obligation to do ensure it is resourced, implemented, reviewed, and revised as necessary.

This plan will be reviewed and updated annually by the Business Director, or as events or legislation requires, and will be reviewed in consultation with:

- The School's H&S Committee
- The Governors' Property, Health & Safety, & Technology Committee.
- Staff
- Parents/carer of students
- External Partners

Next scheduled review date: October 2025 <i>Last review date: October 2024</i>	
Key updates in this version:	<ul style="list-style-type: none">• New statement to complement the Accessibility Plan (SEND A)
Interim Update 03/04	<ul style="list-style-type: none">• Update of timeline for installing LED lighting.