

Accessibility Statement and Plan

November 2019

Accessibility Plan

The Equality Act 2010 replaced previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The single Equality Duty which has replaced the three separate duties on race, disability and gender, requires schools to publish equality information to demonstrate how they are complying with the Equality Duty, and prepare and publish equality objectives. The published information should be updated at least annually and objectives should be published at least once every four years.

The Equality Duty has three main elements:

1. Eliminated discrimination and other conduct that is prohibited by the Act
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Schools must have due regard to the three elements outlined above, which means that whenever significant decisions are being made or policies developed, thought must be given to equality implications.

The Equality Act requires schools to produce Accessibility Plans every three years and to take reasonable steps to implement their plan.

Disability

The overriding principal of equality legislation is generally one of equal treatment, however, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can.

Schools are expected to make reasonable adjustments and to now supply auxiliary aids and/or services for disabled pupils. The reasonable adjustment duties are intended to complement the accessibility planning duties.

Definition of Disability

'Physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities' (Equality Act 2010)

The Link Secondary School is accessible, inclusive and has close links to the local community. It is a school where diversity is celebrated and strong partnerships are built. The curriculum provides challenging and stimulating learning experiences, with realistic yet high standards and expectations of progress and achievements for all.

The Link Secondary School will enable all students to:

Build effective relationships.

Make appropriate decisions and choices.

Prepare themselves for the challenges of independent living and change. Develop a positive self-image and awareness of their rights and responsibilities. Be active participants in their learning.

Learn to be effective communicators.

Enhance their social understanding and the skills of citizenship. Manage behaviour appropriately.

Enjoy life.

In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002). The school recognises and values families' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parent's and child's right to confidentiality. The school provides all learners with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual learners and their preferred learning styles.

Access and School Policy and Procedures

We adhere to the Equality Act of 2010 throughout all our policies and practice to ensure pupils can access learning and the school environment.

Access to the Curriculum

We provide a differentiated curriculum. We ensure all pupils can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim. For pupils to access the curriculum, lessons are differentiated and take account of individual learning needs. Priority is placed on pupil participation, as independently as is possible. Adults are clear about the learning objectives of the lesson, class and individuals. All pupils have access to appropriate computer technology.

Access to Support Services

Four Speech and Language Therapists, two part Occupational Therapists, School Counsellor, Drama Therapist, Commando Joes and Canine Assisted Learning work

alongside staff and parents to ensure that we meet the language, physical, social and emotional needs of our pupils.

The school seeks and follows the advice of LA services, such as specialist teacher advisers, Educational Psychologists and appropriate health professionals to ensure barriers to learning are reduced and enable pupils to reach their full potential.

Access to the School Environment

Our minibuses are designed to ensure children can take part in school activities that take place off site. As a school we encourage independence in our pupils and strive to ensure that they experience full and rewarding lives.

The main entrance is fully accessible. There is also a side entrance. Inside the building the use of two ramps ensure the hall and back playground are fully accessible.

Access to Information

All information issued by the school aims to be user friendly. We encourage parents and professionals to take up the offer of having communications sent to them electronically.

ACCESSIBILITY PLAN TARGETS 2019 – 2022

TARGET ACTION DATE OUTCOME

Target	Action	Date	Outcome
To complete a site survey focusing on safeguarding and site assessability/improvements	Liaise with OHCAT premises team to ensure surveyors are appointed	First half autumn term 2019	Accessibility improvement plan produced
Ensure the outside play areas have a variety of equipment to meet the needs of all students at the Link	Develop plans for the main playground	Spring 20	All pupils will have appropriate play equipment to promote their play in all developmental areas
Ensure the main building is fully and easily accessible. Particular focus on access to the hall and outside play ground	Develop plans for the hall access and outside	Spring/Summer 20	The site is fully accessible