



## Disability Equality Scheme 2017-2020

<b>Date of Policy Issue:</b>	February 2017
<b>Review Date:</b>	February 2018 (to be incorporated into Single Equality Scheme)
<b>Name of Responsible Manager / Headteacher:</b>	Julie Mullane
<b>Signature of Responsible Manager / Headteacher</b>	
<b>Signature of Chair of Governors</b>	
<b>Date:</b>	

### 1. Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

### 2. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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".

Further definitions and descriptions of disability are given in Appendix A.

### 3. Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### 4. Principles

Kings Worthy Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy:
- Kings Worthy Primary School recognises our duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably

- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school teaches all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Additionally, the school will apply the same principles to ensure accessibility is addressed for staff, parents and all users of the site.

## **5. Context**

The school comprises a main building constructed in the 1950s together with an extension completed in 2008 and another completed in 2014.

The addition of a Children's Centre to the school site in Spring 2011 also facilitated improvements to the access to the school, providing an additional designated accessible parking space in the staff car park with level access to the school main entrance and path to the playground. The main entrance door is not automatic but has a security control system button, accessible at wheelchair and standing height, enabling a visitor to request assistance. The reception area has dual counter heights to make it accessible to those standing and seated. The buildings and playground have level access with the exception of three steps from the entrance hall to the hall which have a continuous handrail. Level access to the hall is provided from the outside of the building via a slope.

In our school community this year (2016/17) we have 2 statemented pupils, 1 pupil with an EHCP and 57 pupils on the SEND register, all have Individual Education Plans. Parents of 77 children have notified the school that their child has a medical condition that could either affect their learning or their health. In the majority of cases, this is an intermittent or remediable medical condition such temporary hearing difficulties, allergies and asthma, or poor vision corrected by glasses. We have 2 'looked after' children and 27 children who speak English as an additional language.

### **Activities:**

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to:

#### **a) Education and related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS trusts.

- Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all.
- Using RAISE ONLINE, FFT Data and Target Tracker and monitoring in school by staff, we are able to track and analyse the achievement of all our pupils.
- LSAs work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities.
- The SEN register is kept up to date by the SENco.
- There are appropriate and specific intervention programmes for pupils with SEN.
- Individual Education Plans (IEPs) and reviews are in place.

- Class files have basic medical information for visiting/supply teachers.
- Advice is sought from appropriate outside agencies to provide staff with additional information when required.
- The review of policies in school is on-going, including the development of a Single Equality Scheme.

#### **b) The physical environment**

The school will take account of the needs of the pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, and more accessible facilities and fittings.

- Ensuring all future adjustments to current buildings are DDA compliant
- Denoting hazards for the visually impaired such as step nosings.
- Playtime and lunchtime support provided by LSAs.
- Flexibility of seating arrangements to suit need.

#### **c) The provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

- Newsletters to parents are available electronically, via ParentMail in Word format in which the font and size of print can be altered to suit and on the website in PDF format which can be read by text readers.
- Most information is available electronically and can be converted to other appropriate formats.
- The diary is available in a visual format on the school website and is downloadable and user-adjustable.
- Visual timetables are displayed in classrooms.

### **6. Monitoring and evaluation**

The effectiveness of these adjustments will be monitored by the governing body, feedback will come from the following sources and the information obtained will be used to inform the development of future accessibility action plans and Single Equality Scheme:

- Pupil interviews
- School Council
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside Agencies

### **7. Action Plan (see below)**

The action plan incorporates information from Hampshire County Council's Access Self-Audit form and follow-up advice from HCC's access officer and the Specialist Teacher Advisory Service for Physical Disability.

### **8. Linked policies**

This Plan will contribute to the review and revision of related school policies such as:

- School strategic plan
- Curriculum policies
- SEN policy
- Single Equality Scheme



## Accessibility Action Plan 2017-2020

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Timescale</b>
Access to Information	Improve accessibility of information	<ul style="list-style-type: none"> <li>Identify HCC facilities for braille / translation.</li> </ul>	School can provide information in a variety of formats on request.	Admin staff	February 2012

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Timescale</b>
Use of data	Identify range of needs within the current school community.	<ul style="list-style-type: none"> <li>Maintain an up to date disability register. (Pupils and staff).</li> <li>Compile list of languages spoken within the school</li> </ul>	The range of need is known and provision matches need more closely.	Admin staff, SENCo	July 2017
	Improve data analysis and monitoring of pupils with disabilities	<ul style="list-style-type: none"> <li>Ensure disability information is added to Target Tracker via SIMs exports.</li> </ul>	Children with a disability recognised under the DDA are identified and their progress can be monitored.	Admin staff	July 2017
		<ul style="list-style-type: none"> <li>Embed and maintain method of collecting data to analyse attendance and academic performance.</li> </ul>		Assessment Coordinator, SLT, SENCo	July 2017
		<ul style="list-style-type: none"> <li>Include discussion of pupils on disability register at pupil progress meetings.</li> </ul>		SLT, Class teachers, SENCo	July 2017

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Timescale</b>
Access to curriculum	Improve staff knowledge of disability issues	<ul style="list-style-type: none"> <li>Audit staff training needs</li> </ul>	Training needs and suitable training is identified.	SENCo	July 2017
		<ul style="list-style-type: none"> <li>Ensure staff are fully briefed and up to date with disability equality and that this is incorporated into Single Equality Scheme induction training of new staff</li> </ul>	Raised confidence and ability of staff to provide for all learners	SENCo, Deputy Head	July 2017
	Improve access to ICT for children with disabilities	<ul style="list-style-type: none"> <li>Monitor suitability of current input devices – e.g. mice, keyboards and purchase more suitable ones if required.</li> </ul>	Children with disabilities can access ICT equipment.	Class Teachers, ICT Coordinator	Ongoing
	Improve provision for children with Dyslexia and Dyscalculia	<ul style="list-style-type: none"> <li>Training for learning support assistants on specific interventions to accelerate progress for pupils</li> </ul>	Progress accelerated for individual pupils	SENCo	Ongoing

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Timescale</b>
Collecting view to inform scheme	Scheme is informed by stakeholder views	<ul style="list-style-type: none"> <li>Collect views of pupils through pupil interviews</li> <li>Send questionnaires to parents</li> <li>Discussion with parents and pupils at Parent's Evenings, IEP reviews</li> <li>Consideration of collected stakeholders' views</li> </ul>	Stakeholder views inform and improve the scheme.	SENCo, Class Teachers	July 2017

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Timescale</b>
Premises and Environment	Improve communication with people using hearing aids.	<ul style="list-style-type: none"> <li>Install portable induction loop in reception area which can be moved into other areas as necessary.</li> </ul>	People using hearing aids can hear more easily.	Site Manager	As funds become available.
	Improve delineation of pedestrian / parking areas.	<ul style="list-style-type: none"> <li>Maintain paint markings on road to delineate "No Parking" Contact County team and "Safer routes to school"</li> </ul>	Safer access to school.	Site Manager	As funds become available.
	Improve access to main building entrance	<ul style="list-style-type: none"> <li>Provide automatic opening door</li> </ul>	Easier access to main building	Site Manager	As funds become available.
	Improve accessibility of accessible toilet	<ul style="list-style-type: none"> <li>Position grab rail and door handle at 1000mm from floor level.</li> </ul>	Easier access to accessible toilet	Site Manager	As funds become available.
	Improve safety for disabled pupils	<ul style="list-style-type: none"> <li>Update and maintain personal Emergency Evacuation Plan for identified pupils</li> </ul>	Safer exit in an emergency	SENCo	ongoing
	Improve colour contrast	<ul style="list-style-type: none"> <li>Future redecoration plans incorporate good colour contrast between features such as handrails, door handles, corridor edges and backgrounds.</li> </ul>	Features more easily seen for those with visual disability.	Site Manager	Ongoing

## Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as:

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability can be collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence.

Disability information can be grouped according to type:

Type of Disability	Including:	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	