

St John's C of E Primary School



Disability Equality and Accessibility Plan

Policy written by: JH Dates covered: Sept 2015-2018 Reviewed July 2017

Period covered by Plan: 2015 – 2018

Introduction

In 2006, the “disability equality duty” came into force, as introduced by the Disability Discrimination Act 2005. This puts a general duty on public authorities, including schools, to promote disability equality in line with the Children and Families Act 2014. Regulations published under the Act put a specific duty on public authorities to prepare and publish a disability equality scheme which gives details of how disability equality is being promoted. Schools must have regard to the need to:

- promote equality of opportunity between disabled and other people;
- eliminate discrimination and harassment, promote positive attitudes to disabled people;
- encourage participation by disabled people in public life; and
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

School Ethos, Vision & Values

Vision and Values:

St John's C of E Primary School Mission Statement

We give children permission to shine and empower them to do so.

We develop a love of learning.

We provide a happy secure environment where everyone is valued.

Our Christian values are central to all we do.

Information from data and analysis of need

The Disability Discrimination Act 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.*’

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘*substantial*’ means ‘*more than minor or trivial*’. ‘*Long-term*’ means has lasted or is likely to last more than 12 months.

The definition is broad and can include a wide range of impairments, including hidden impairments such as dyslexia, diabetes, epilepsy, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). An impairment does

not mean that a person is disabled. It is 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.

Primary disability categories; -

- ◆ Autistic spectrum
- ◆ Behavioural, emotional and social difficulties
- ◆ Developmental delay
- ◆ Hearing impairment
- ◆ Learning difficulties/disability
- ◆ Medical
- ◆ Multiple sensory impairment
- ◆ Physical disability
- ◆ Profound and multiple disabilities
- ◆ Speech, language and communication disabilities
- ◆ Severe learning difficulties
- ◆ Visual impairment

Currently at St. John's, approximately 5% of the school are on the SEN register for varying needs including AS diagnoses, to multiple learning difficulties and disabilities.

The school's Ofsted report from October 2011 state that; -

The school provides an extremely welcoming and cheerful environment where pupils feel confident and safe. Very well targeted support allows each and every pupil to make the very best of the opportunities provided by the school. Outstanding support is offered to those pupils whose circumstances make them potentially vulnerable, including those with special educational needs and/or disabilities and children who are in the care of the local authority. Consequently, these pupils make at least good progress in developing their academic skills and outstanding progress in their personal skills. Transition arrangements are outstanding. These ensure that pupils move smoothly through the school and look forward to the next stage of their education.

Staff at the school undertake training necessary to cater for the children that we have on role in any one year. Historically, staff have also attended training relating to; -

- ◆ Reading/writing interventions, including Big Read and Accelerated Reading, BRP, Spellwise, RML and Beat Dyslexia
- ◆ Maths interventions, including Big Maths, Little Big Maths
- ◆ Pragmatics and Speech and Language interventions including Early Talk Boost, WellComm and Makaton
- ◆ Circle of Friends, Fun Friends, Friends For Life
- ◆ Dyslexia Friendly strategies

- ◆ Autism awareness
- ◆ Attachment disorders and trauma

We have a specialist speech and language teacher to support with our interventions for those children on the SEND register and for those who are in danger of falling behind their peers without intervention.

We liaise closely with outside agencies to seek advice relating to accessibility and learning styles (e.g. Lindens Outreach, Educational Psychology, Speech and Language, Health, Occupational Therapy).

Attendance of pupils with disabilities has been excellent, with no major cause for concern. Allowances are made for children who have to attend hospital appointments.

The school has; -

Disabled toilet in the main building. In September 2015, we had a changing table installed too.

Automatic doors to the Reception area.

Widened doors in the music room and Key Stage 2 cloakrooms.

Nursery with ramp access, changing area and disabled toilet/wet room.

Portable ramp for wheelchair access through any door.

Altered groundwork leading into the Reception classrooms so that there is not a step, thus enabling easy wheelchair access.

Open plan style building.

The Combined Action and Accessibility Plan attached to this Scheme details further planned improvements.

School trips are planned on the basis that all pupils are included. Staff do pre trip visits to ensure suitability for all. We use companies that provide transport with a disabled access facility when required.

Named staff members are trained in educational visits protocol and named staff are accessible who are not on the visits.

We work closely with our out of school hours' provider 'Headstart', although currently, no children with a special educational need use this facility.

Using RAISE online and the school tracker system, observations by senior staff and SEND monitoring, we track and analyse the achievement of all our pupils.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. Three members of the SLT have the 'Safer recruitment' certificate and the Chair of Governors.

Policies are regularly updated to ensure that equality for all is adhered to and addressed if necessary. These are listed in the schools SEF paperwork.

Views of those consulted during the development of the Scheme

The priorities and actions highlighted in this Scheme have been informed by:

Parents' survey.

Consultation with the School Council.

Consultation with School Governors

The General Duty

Increasing the extent to which disabled pupils can participate in the school curriculum

See Combined Action Plan and Accessibility Plan (Appendix 1).

The school is committed to incorporating personalised learning into all lesson planning. The School Development Plan highlights any areas for development over a three year period, based on needs arising from data meetings.

Many day to day operational tasks previously done by the SENCo have been delegated to TA's, the specialist speech and language teacher and the SENTA, freeing up the SENCo to operate in a more strategic way:

- ♦ evaluating the effectiveness of interventions and relative effectiveness (impact);
- ♦ observing more lessons and sampling lesson planning, looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning;
- ♦ monitoring the appropriateness of pupil groupings;
- ♦ monitoring the deployment of Teaching Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

The PSHE Co-ordinator will review how well we are developing awareness of disability through the PSHE and Citizenship Curriculum, and the RE coordinator will review the assembly provision.

Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services

See Combined Action Plan and Accessibility Plan (Appendix 1).

Improving the delivery to disabled people of information that is provided in writing for people who are not disabled

See Combined Action Plan and Accessibility Plan (Appendix 1).

Parents are made aware that they can request letters, newsletters etc in different formats (e.g large print, having it read to them, any format at their request) on the school's website and in person during pre-school visits. Alternatively, that information can be emailed to homes so that parents can enlarge documents to the size they need or use their own software to access information.

How we will meet the General Duty & Specific Duty

Management, coordination and implementation

This Scheme will be reviewed annually by the Access and Inclusion sub-group (Deputy Head, SENCo, SEN Governor, Site Manager and Business Manager). A report updating the Governing Body will be presented regularly to highlight any further changes that need to be made in school to make the site more accessible and disability friendly. The update will be preceded by consultation with pupils, staff and parents. The update will include specific evidence of impact over the preceding twelve-month period.

This Scheme will be looked at in conjunction with the following documents; -

- ◆ School self-evaluation form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision)
- ◆ SEN self-evaluation form's completed by the children and by parents
- ◆ School Development Plan
- ◆ Staff Training Plan (taken from the subject coordinators audit)
- ◆ Health and Safety Action Plan; Health and Safety matters are discussed at the Monday morning briefing on a weekly basis.

Access to the Scheme

The Scheme is available in the following ways:

A copy can be requested from the School Office or alternatively, can be emailed via parentmail.

CHECKLIST FOR SCHOOLS AND GOVERNORS (Appendix 1)

Information Gathering

Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision?

Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?

Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

Are disabled pupils given access to opportunities to participate in a range of activities, both in and outside of school hours?

Is bullying and harassment of disabled pupils monitored and is this information used to make a difference?

Are stereotypes in terms of disability actively challenged in both the classroom environment and in the playground?

Is the school environment as accessible and welcoming as possible to disabled people?

Are open evenings and other event which parents or carers attend held in an accessible part of the school?

Are disabled parents/carers encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?

Does the school take appropriate steps to meet disabled people's needs even if this requires more favourable treatment?



Appendix 1: St Johns C of E Primary School Disability Equality

Date: 06/16

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum	To ensure all children can access curriculum including those with additional needs.	Constantly reviewed		Deputy Head/SENCO	SLT
Access to Curriculum Create effective learning environments for all utilising feedback from pupil groups.	Ensure all classrooms and resources are organised in accordance with pupil need. Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. To make use of ipads for visual/kinaesthetic learners.	Constantly reviewed	When needs arise.	All staff SENCO Creative Beat	SLT
Access to wider curriculum Increase participation in school activities.	Audit participation in extra-curricular activities and identify any barriers and work with out of school hours' provider to increase opportunities available. Ensure school activities are accessible to all students. Investigate TA flexibility to cover extracurricular activities if needed.	Constantly reviewed	When need arises	All staff	SLT
Impact Analysis Ensure all policies consider the implications of Disability Access.	Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. Consult pupils and staff on any proposed changes.	Behaviour related policies reviewed	When need arises	SENCO monitoring termly	SLT

	Introduce new policies	Feb 2013 and again in Jan 2015			
Premises	Ensure disabled parking space is available to parents who request it for picking up pupils and dropping off.	Current		Office staff	SENCO
Changing facilities	Provide a changing table in main building	Sept 2015		AM	
Attitudes To promote positive attitudes to disability	Review PSHE Curriculum Review Assembly Programme: widen focus of Different/Same theme Involve local disability groups in assemblies and visits to school. Regular items for newsletter highlighting achievements of pupils with disabilities	Policy to be updated academic year 2016-2017	When required	AC	SLT
Newsletters and Information Availability of documents in alternative formats.	Large print and audio formats etc as required. Monitor uptake of documents in alternative formats Review accessibility of newsletter and letters for parents. Homework information available as information sheets in alternative formats as appropriate.	Current		SENCO	SLT
Staff Promoting equality of opportunity for staff	Monitor data in relation to recruitment, retention and professional development. Encourage disclosure of disability. Incorporate questions into annual staff survey.	Current		SLT, safer recruitment officer	Head

JH/06/16 Disability Equality Scheme.