



Disability Equality Scheme and Accessibility Plan

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Introduction

This scheme and the accompanying action plans set out how the Governing Body will promote equality of opportunity for disabled people.

Duties under the DDA (2005) and Equality Act (2010) require the Governing Body to:

- Promote equality of opportunity for disabled people: pupils, parents, carers, staff and other people who use the school or may wish to; and
- Prepare and publish a disability equality scheme to show how they will meet these duties.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 2005 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a copy of a set of action plans taken from the School Improvement Plan showing how the school will address the priorities identified in the plan.

Definition of disability

Disability is defined by the Disability Discrimination Act 2005 (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.”

The purpose and direction of the school's scheme: vision and values

‘Through partnerships with local communities, Old Park Primary School will strive to create a happy, safe, inclusive and challenging learning environment that develops

independent, healthy and confident learners. We will ensure that all our learners, including those with a disability, aspire to the highest of standards, are economically aware, and make a positive contribution to the wider world.'

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Strive to achieve high standards in all areas of the curriculum.
- Nurture an awareness of the need for a healthy lifestyle.
- Provide a safe and secure learning environment for all pupils.
- Provide opportunities for everyone to make a positive contribution to the community and wider world.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self esteem.
- Ensure that pupils understand social responsibilities within the wider community know their boundaries and are mutually respectful.
- Celebrate achievement as well as attainment of all pupils.
- Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- In relation to our disabled parents, staff and members of the community who use our school we wish to remove or overcome all potential barriers which may prevent them from participating fully in the life and work of the school.

Physical Environment: Where are we now?

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. Despite the school being housed in a 1950's building, significant building work has made increased accessibility a priority. The school is committed to removing any barriers as part of its vision of an inclusive school.

The physical access audits undertaken in the school identified the following areas for improvement, all of which have been addressed:

- Main entrances and exits are ramped.
- All internal playgrounds have ramp access.

- A lift for the disabled allows access down the only set of internal steps
- There is a toilet for the disabled and one for people with reduced mobility
- There is a portable hearing loop
- Internal corridor doors are wheelchair compliant
- Pathways to outdoor learning ensure disabled access
- The school have its own wheelchair access.
- All doorways are DDA compliant (contrasting colours for better differentiation between the door and door frame)
- A sensory room is fully operational and is accessible to all.
- Support is sought by external agencies (HI, VI, SpLD, OT) to ensure all reasonable adjustments have been made.
- The use of Communication in Print is expected throughout the school.

The main priorities in the school's plan

Priorities for Old Park School in meeting the general duty

- **Promoting equality of opportunity.** Continue to monitor the effectiveness of the equal opportunities policy. The focused monitoring programme currently evaluates provision for some groups, this will now be extended to all groups within the DDA framework.
- **Eliminating discrimination.** Continue to ensure that the school ethos to help learners to acquire a set of values on which to base behaviour and attitudes and foster a respect for self and other people is upheld. (See Mission Statement) To ensure that this ethos is reflected in curriculum policy and provision.
- **Eliminating bullying/harassment.** Continue to support National Anti- Bullying Week with pupils. Implementation of the Well-Being Curriculum. Offer bespoke workshops relating to concerns in this area. Continue to conduct staff EHWP survey.
- **Promoting positive attitudes to disability.** Actively seek positive role models within the community to work alongside staff or with pupils. Ensure curriculum resources reflect all groups within the DDA framework. Ensure the Health aspects of the PSHE curriculum include awareness raising about specific conditions. To offer workshops on current needs, including the school's annual Inclusion Awareness Week.
- **Steps to meet needs including more favourable treatment.** Provide appropriate support to specific pupils to enable full access. Eg. Provision of transport to and from the swimming baths when the other children walk. Bespoke provision plans as advised by the Inclusion Support Team.

Our vision is of a fully inclusive school with equal opportunities for all. Curriculum area plans and schemes of work will need to be scrutinised to ensure that suggested activities are accessible to all pupils and that reasonable adjustments have been made. Our curriculum model has been an important step towards increasing participation. It has enabled a more flexible approach and helped in identifying specific skills for development leading towards a more personalised curriculum. Curriculum in

this context goes beyond the ‘taught’ curriculum and is taken to encompass all activities undertaken during an extended school day. The school has placed specific emphasis on ‘first-hand’ experiential learning experiences for all pupils.

Meeting the needs of all pupil groups within the school more effectively is an action point in the school improvement plan. The SENCO and other senior leaders in the school include improving outcomes for pupils with SEN and disability as part of their monitoring role. Our vision and values for a fully inclusive school extend to staff, parents/carers and other users. Our commitment to meeting these needs in school policies, practices and cultures is embedded in the School Improvement Plan.

Implementation

Overall responsibility for the school’s accessibility plan lies with the governing body, but improving access for disabled pupils, parents, staff etc. requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class and subject teachers, dinner staff, the SENCO, the premises manager, curriculum coordinators and heads of department, administrative staff and governors themselves.

The Headteacher will take responsibility for ensuring that this plan/scheme is co-ordinated with other plans and policies across the school [SEND information report, School Improvement Plan, Policy for Continuous Improvement]

The impact of the plan will be evaluated annually and will be judged against the following outcomes:

- increased confidence of staff in differentiating the curriculum for disabled pupils;
- greater pupil and parental satisfaction with the arrangements made;
- improved outcomes for specific groups of pupils as identified in the SIP;
- improvements in the physical environment of the school as needed;
- protocols for multi-agency working to support children with medical needs;
- teachers sharing good practice within the school, the school sharing good practice with others;
- disabled pupils being more involved in whole life of the school.
- disabled adults being fully involved in the life of the school.

School Priorities:

Target	Action to be taken
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<p>Further develop systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates.</p>	<p>Annual survey of pupils and staff. Focus groups established and regular meetings arranged to become systematic</p>
<p>Increase access to the curriculum by:</p>	<p>Further enhance differentiation strategies to ensure consistency and increase access for pupils working substantially below expected levels or with specific SEND needs.</p> <p>Our focused monitoring programme will continue to ensure that concerns relating to disability and SEND have been addressed.</p> <p>Raise awareness through our Well-Being curriculum, bespoke workshops and Inclusion Awareness Weeks.</p> <p>Training from support services based on current needs in school.</p> <p>Monitoring cycle to ensure curriculum access, planning and progress for all groups are reviewed.</p>
<p>Increase access to the physical environment by:</p>	<p>Audit of provision to be an ongoing process.</p> <p>Work with LA advisers and local PE specialist schools to broaden opportunities for disabled pupils in relation to PE and outdoor activities</p> <p>Training from support services for advice on current needs in school.</p>
<p>Increase access to written materials by:</p>	<p>Continue to ensure that the existing ICT infrastructure and new technologies are used to maximise progress and opportunity for all.</p> <p>Training from support services on the availability and use of different formats to present information.</p> <p>Access to Communication in Print for all staff.</p> <p>Makaton and Communication in Print training.</p>

Publication

The plan will be made available in the following ways:

- School's website
- On request in a variety of formats e.g. On different coloured paper or in different coloured font; audio; extra large print and symbol supported.

Reviewing and revising the scheme

The scheme runs for three years and will be reviewed annually, the results of the review and subsequent action plan are included in the School Improvement Plan.

