



Ashton St. Peter's Church of England VA Lower School

Disability Equality Scheme and Accessibility plan 3 Year Period Covered May 2014 to 2017

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To draw up plans to show how, over time, they will increase access to education for disabled pupils (school accessibility plans)

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:

1. The physical environment of the school
2. The extent to which disabled pupils can participate in the school curriculum
3. The delivery of information to pupils and parents

In addition, the Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty which is owed to all disabled pupils, staff and those using services provided by schools.

The production of this Disability Equality Scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

The objective of this plan is to increase access to the school curriculum and to full participation in the school community for pupils, prospective pupils and adults with disability in accordance with the school's planning duties under the DDA as amended by SENDA.

1A The purpose and direction of the school's Disability Equality Scheme: vision and values

The philosophy of Ashton St. Peter's Lower School is based on inclusive principles which strive to promote equality.

Equality of opportunity at the School is about providing equal access and excellence for all in order to promote the highest possible standards of achievement.

Equality of opportunity applies to all members of the school community - pupils, staff, governors, parents and community members.

Our Whole School Vision

For all our children to become happy, caring, responsible independent learners who achieve personal success and feel secure and valued in our Christian environment.

To achieve this we will

- Provide a strong, Christian ethos which encourages the children to love and respect one another and to love God.
- To promote 'Values Education' through Christian collective worship and across the whole curriculum
- Provide opportunities and positive role models to allow children to develop independence and responsibility.
- Plan and implement a broad, balanced curriculum which is challenging and inclusive to all.
- Continue to innovate and improve what we do.

Our vision and aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, language, disability, ability, age and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society.

For the Disability Equality Scheme we will especially eliminate discrimination, harassment related to disability, promote equality of opportunity between disabled and other people, promote positive attitudes towards disabled people and to take account of disabled people's disabilities even when that involves treating disabled people more favourably than other people.

1B Information from pupil data and school audit

Definition of disability

The DDA 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".

The DDA identifies "substantial" as "more than minor or trivial" and "long term" as a period longer than (or is likely to be longer than) 12 months.

Physical or mental impairment includes sensory impairments and also hidden impairments. The definition is broad and includes a wide range of impairments such as difficulties with mobility, coordination and manual dexterity; sight, hearing and speech and language impairments; and breathing and continence problems as well as 'hidden' ones such as depression, dyslexia, cancer, HIV, epilepsy and autism (if the effect on the person's ability to carry out normal day to day activities is substantial and long term.) An impairment does not mean a pupil is disabled. It is the effect this has on their ability to carry out normal day-to-day activities. There is an overlap with Special Educational Needs but not all disabled pupils will have special needs.

This school uses the "social model" of disability, and so recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which can exist in society as a whole.

A key starting point for the school's Disability Equality Scheme will be an assessment of:

1. The nature of the school population
2. The nature of the school, including a consideration of the impact of the school's existing plans and priorities.

Ashton St. Peter's Church of England VA Lower School is a single storey building, built in 2006 with wheelchair access throughout and disabled washroom facilities.

What we are already doing

We have reviewed our school and our current practices and can say:

- Information is collected on disability with regards to both pupils and staff and is used to improve standards at the school
- Disabled pupils are encouraged to participate in school life through representation in all school events such as class presentations and plays, pupil voice discussions, educational visits and lunchtime and after school clubs
- Bullying and harassment of disabled pupils and staff is monitored and this information is used to make a difference
- We have a disabled washroom
- Disability is portrayed positively in school books, displays and discussions across all areas of the curriculum including collective worship
- All classrooms and communal spaces are on ground level
- The school environment is as accessible as possible to pupils, staff and visitors to the Building and grounds
- Open evenings and other events which parents or carers attend are held in accessible parts of the school
- We have two designated disabled parking bays located right outside the main entrance to the school
- Information is available to parents, visitors, pupils and staff in formats which are accessible if required (enlarged font)
- Procedures for the election of parent governors are open to candidates and voters who are disabled
- The School Visits Policy ensures equality for disabled pupils.
- Arrangements are made for lunchtimes so that disabled pupils are not at a disadvantage
- Homework is set so that it does not disadvantage disabled pupils
- Classroom organisation ensures that the needs of disabled pupils are accommodated
- The current arrangements for Sports Day take into account the needs of disabled pupils and parents
- There is a good representation of disabled persons in books and software
- The current school uniform is flexible enough not to cause problems for disabled pupils
- The recruitment procedures in place do not discourage applications from disabled persons

Impact Assessments

Ashton St. Peter's Lower School is keen to ensure that none of its policies and practices disadvantages disabled people. Impact assessment in all areas will not be possible immediately.

All existing policies and practices will be reviewed in accordance with the existing timetable.

When creating new policies or carrying out reviews of existing policies the school will:

- Assess their likely or possible consequences for disabled people
- Alter or amend proposed policies where necessary so that they promote disability equality and eliminate discrimination
- Identify actions arising from the policy which need to be added to the Action Plan, including the collection of associated evidence on the impact of the policy and actions.

1C Views of those consulted during the development of the Disability Equality Scheme

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Ashton St. Peter's Lower School has involved disabled people in the development of this Scheme in the following ways :

- Consulting parents and carers via meetings
- Consulting pupils through school council meetings
- Talking to disabled staff as appropriate
- Considering the priorities of the local authority.

These will then be considered by the governing body for reflection in the scheme, alongside the results of further annual surveys.

Consultation will be organised in a way that is accessible to the particular groups who are being consulted and to show how the views of these different groups have influenced the Disability Equality Scheme.

2 The main priorities in the school's Disability Equality Scheme

The Disability Equality Scheme and Accessibility Plan has three main strands:

1. Increased access to the curriculum for disabled pupils.
2. Improvements to the school environment to increase accessibility for disabled people.
3. Improvements in the provision of information for disabled people.

2A Increasing the extent to which disabled pupils can participate in the school Curriculum

This is achieved through the School Improvement Plan. The school will also draw upon the expertise of external partners e.g. speech and language therapists, Autism advisory teacher, Educational Psychologist, Occupational Health, other medical professionals and in conjunction with partner schools. There will also be valuable contributions from subject leaders, curriculum planning and timetabling, the

use of Learning Support Advisory Service and the appropriate deployment of teaching assistants, advice and support from the LA, pupil involvement and the use of the children voice through class reps and School Council Meetings and consultation with parents and carers. Individual Educational Plans will be devised specifically to meet the needs of children. Targets set will be shared and reviewed with pupils and parents/carers. This will ensure that all parties work together in the best interest of the pupil, enhancing their all round development, well-being and progress.

For disabled pupils consideration is always given to particular groups, as part of normal good teaching practice, for example:

- PE for pupils with a physical impairment
 - Music for deaf and hearing impaired pupils
 - Easy language or taped information for pupils with learning difficulties
 - Pictures and symbols for pupils with communication difficulties
 - Large print for visually impaired pupils
 - Classroom organisation so disabled pupils can freely move around
 - Clear signs for visually impaired pupils especially health and safety advice
 - Lighting that supports lip reading and visually impaired pupils
 - The self esteem of disabled pupils by promoting positive images of disabled people in books, teaching materials and the wider curriculum
 - The elimination of bullying towards disabled pupils
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- School staff will continue to receive the necessary training in making the curriculum accessible to all pupils;
 - The school will continue to make sure that pupils with a disability are not treated less favourably and teachers will continue to modify teaching as appropriate for children with disabilities, in accordance with its SEN and Inclusion Policies
 - The school will continue to recognise and value parents' knowledge of their child's disability and its effect on day-to-day activities and make sure this is taken into account when a child begins school
 - The school will continue to make training in 'signing' available to all staff who express an interest.

2B Improving the school environment

An environment that welcomes diversity and difference and a school that learns how to improve access for disabled people will be good for all.

The school will continue to take account of the needs of pupils and other users with disabilities when planning and undertaking future improvements and refurbishments of the site and premises.

2C Improving the delivery to disabled people of information that is provided in writing for people who are not disabled:

Information for disabled people (provided in writing for people who are not disabled) might include handouts, timetables, worksheets, notices, information about school events, reports.

Improving the delivery of information might include making information available in a different format on request.

3 Making it happen

3A Management, coordination and implementation

The Disability Equality Scheme and Accessibility Plan will be formally adopted by the Governing Body who delegates day to day actions to the Headteacher.

In order to ensure that action is taken to meet the Disability Equality Duty, Ashton St Peter's Lower School has drawn up an Action Plan to make things happen, which outlines how the requirements of the DDA 2005 will be met.

This Action Plan has been shaped in consultation with disabled people and outside agencies and forms part of the School Improvement Plan. It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

An annual report will be produced on the Disability Equality Scheme, describing what has been done and how effective it has been. This report will be agreed by the Head Teacher and Governors. The findings will be used to improve the Disability Equality Scheme and feed into future practice

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. Ashton St. Peter's Lower School monitors:

- Achievement of pupils with a disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

3B Publication and dissemination of the School's Plan

The School makes its Disability Equality Scheme and Accessibility Plan available through emailing requests for copies to the school website

Linked Policies

This Plan will contribute to the review and revision of related school policies, in particular

Special Educational Needs and Disability Policy

Inclusion Policy

Equality Policy

School Development Plan

Curriculum Policies

Health & Safety Policy

Review Procedures

The School's policy will be reviewed when:

- Every 3 Years in May 2017
- The School wishes to review the policy.
- If amendments are required by the LA

Ratified by:

Date: May 2014

Chair of Governors

Action plan: May 2014 to May 2017

Priority (i.e. what you are hoping to achieve)	Action Required (including necessary resources)	Success Criteria	Timescale (i.e. when the outcome will be achieved)	Responsible Person (s)
Increasing Access to the Curriculum				
To set suitable learning challenges for all pupils' learning- including the use of P Scales were appropriate Analyse progress	Update SEND register Review termly Write IEPs, review and update with pupils and carers/parents Termly	Aspirational achievable goals set Pupils achieve targets and make progress	On going each term October February May	Shirley McGinty SENDCO TAs and Class teachers Pupils and parents/carers
Training for SENDCO and Lead TA on the new 'Children's and Families' Act' and the new 'SEND Code of Practice' from September 2014	Attend all SENDCO training linked to roles and responsibilities	SENDCO and Lead TA knowledgeable in SEND matters and able to give advice and guidance to other colleagues	End of Summer 2014 Term Then on-going linked to CPD needs (linked to availability of training courses through the LA)	Shirley McGinty Helen Harwood
Autism Training for those working with individual children	Attend Autism sessions when they become available	Developed knowledge and understanding of the condition Enhanced skills to the met individual pupils' needs	As required Ongoing as new colleague join	Shirley McGinty to distribute information

Speech and Language Therapy Training	Jan Toyer to attend Speech and Language Therapy sessions as required with pupil and parent that she is one to one support for	Developed knowledge and understanding of the condition Enhanced skills to the met individual pupils' needs	Ongoing	Jan Toyer in liaison with class teacher and parent
Pupils identified with nut allergy and asthma	Epi Pen and Asthma Training - Whole school	Trained staff in using Epi Pen and the use of inhalers in the case of an emergency	Update annually	Shirley McGinty Margaret Tait School Nurse
Review Year 5 setting and resources in order to enhance access for pupil in wheelchair	Audit completed with HT, CT and parents to ensure adequate space, appropriate access, suitable resources and equipment in place	If required purchase equipment/resources Pupil able to access all areas of the curriculum and the setting	July 2014	Shirley McGinty Class Teacher Parents
One pupil identified with Brugada Syndrome	Defibrillator Training Training for identified persons	Trained staff in the case of an emergency	Update annually	Shirley McGinty Margaret Tait NHS
To improve access to the physical environment				
To maintain accessibility through monitoring and reviewing linked to the	'Buildings and Health & Safety' committee to discuss as appropriate	Itemed on the agenda and in the minutes, any matters arising to be placed on this Action	Termly Ongoing	Shirley McGinty Health & Safety and Buildings Committee

needs of individuals as they move through the school		Plan if necessary		
To increase access for disabled pupils and those with medical needs	Medical care plans in place for all disabled pupils and those with medical needs Reviewed annually or as required	Medical plans in place that are displayed around school in the medical room, staff room and pupil's classroom Shared with all staff so everyone is aware of the need and how to address situations in an emergency Appropriate training needs addressed	As required	Shirley McGinty Mrs Tait Parents/carers Outside agencies for advice
Adjustable changing bed in the disabled toilet to be maintained and serviced annually	Arrange for Smathwaites to carry out service	Adjustable changing bed in use in the disabled toilet	Annually March	Shirley McGinty