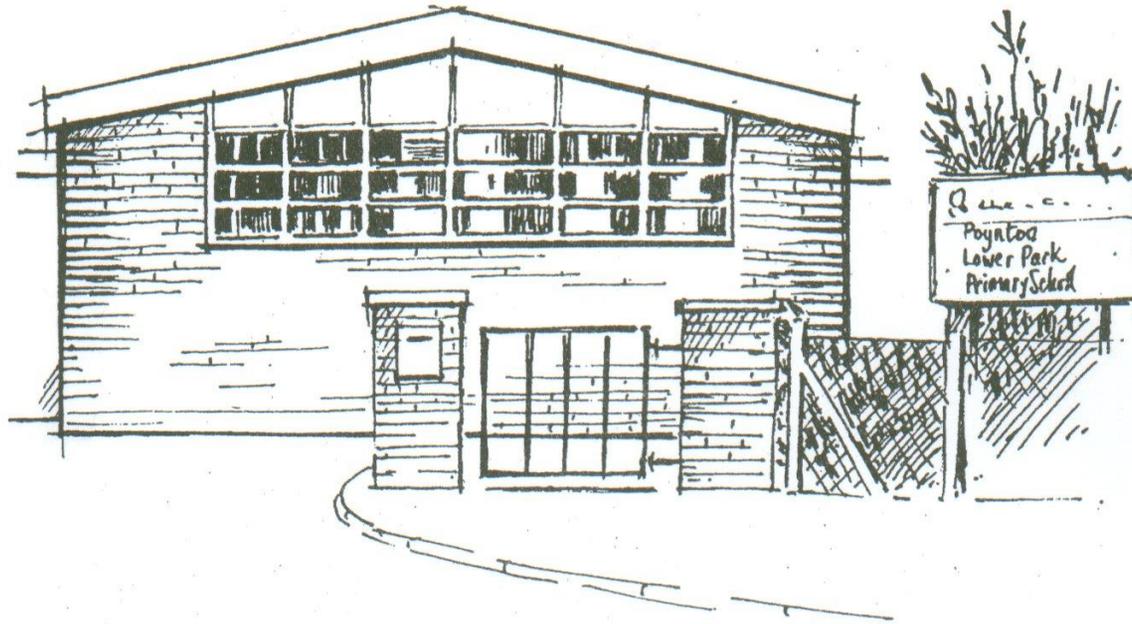


LOWER PARK PRIMARY SCHOOL

DISABILITY EQUALITY SCHEME, POLICY AND ACCESSIBILITY PLAN



Agreed : Autumn 2010
Reviewed Summer 2013, 2016

Next Review 2019
Policy and Plan Co-ordinator Ian G Coulson
Governor with monitoring responsibility – Lee Podmore

DISABILITY And EQUALITY **RATIONALE**

Our commitment to meeting our duty under the provisions of the Disability and Discrimination Act 2006 And the Equality Act 2010 in conjunction with subsequent amendments to the relevant acts will underpin all that we do in Lower Park school. No one will be treated less favourably than others. Lower Park School will work hard to meet the individual needs of all, including those with a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. We will anticipate the needs of those with disability and make reasonable adjustments to ensure that their needs are met to give them access to all aspects of the school's life. All members of the school community will be involved and consulted in the process of implementing our statutory duty.

PURPOSE

1. To ensure that all learners receive their entitlement to a broad, balanced and relevant curriculum.
2. To ensure that provision for learners with disability is central to curriculum planning, teaching and learning.
3. To recognize, celebrate and record learners' achievements, progress and successes in order to encourage a positive self-image.
4. To ensure that those with management responsibility, and individual staff accept responsibility for planning, organization and delivery of appropriate educational material to pupils' disability.
5. To ensure that learners and parents are involved at each stage in the provision made by the school.
6. To establish a Pupil Committee of Governors to promote the interests of the whole school community, including learners and those with disability.
7. To establish a phased Accessibility Action Plan to increase the extent to which those with disability can participate fully in the curriculum and in extended schooling curricular activities.
8. To improve the access and delivery of information to those with disadvantage that would normally be provided in writing to other members of the school community.
9. To ensure that within the school budget appropriate funding is provided to underpin the Accessibility Action Plan when it is required.

GUIDELINES

Monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that procedures and practices within the school give all learners access to the whole curriculum.

1. Parents will be involved and consulted about the provision being offered by the school.
2. The Special Educational Needs Coordinator will be responsible for the identification and assessment of the specific educational needs and a procedure will be put into place to ensure effective liaison with appropriate support agencies and outside agencies.
3. The assessment of disability will be diagnostic in nature and constructive in practice, with appropriate involvement of parents and relevant members of staff.
4. INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials.
5. A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and production of materials in subject areas, and specific advice to subject staff.
6. The positive achievements of pupils will be celebrated and recognized.

CONCLUSION

This policy will play an important part in the educational development of individual pupils. It will ensure that pupils with disability are treated as favourably as others and that the school will make reasonable adjustments to avoid disadvantaging disabled pupils. Pupils with disability will be treated as equal and valued members of the school community.

Lower Park School
Period covered: 2016-2019

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 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 and adults
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- In addition under the Equality Act 2010 the school has a statutory duty to provide reasonable adjustments for disabled pupils including to provide auxiliary aids and services for disabled pupils where reasonable. An auxiliary aid is defined as;
 - Anything which provides additional support or assistance to a disabled pupil.

This Scheme 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, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school.

1A: Vision and Values: Lower Park School's Disability Equality Scheme

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation and adaptation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

1B: 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 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, including hidden impairments such as autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that 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.

Attainment on entry to Lower Park School shows a broad spread of ability, but is average or slightly above average overall. In 2015 5.3% of pupils have Special Educational Needs Support and 2.5 (twice the national average) have a statement of Special Educational Need and EHC plan.

In March 2008 Ofsted commented, “Pupils with learning difficulties and/or disabilities make excellent progress alongside their classmates because the work and support is extremely well planned to cater for their needs”.

Staff at the school have undertaken the following training:

SEN courses

17 staff	Safeguarding children – Basic awareness	26.11.09		
2 staff	Using written word & ICT to develop Language & Language & Communication Skills	25.09.09	2 staff	Teaching numeracy to children with
	Downs syndrome using Numicon approach	5.10.09		
4 staff	Trauma & Resilience taster Course	20.01.10		
1 staff	Open Your Ears & Hearts Course	25.01.10		
1 staff	Supporting Learning for all Pupils	9&22.02.10		
1 staff	Sims SEN course	03.03.10		
2 staff	Widgit Communicate & Print	22.03.10		
1 staff	Safeguarding Level 3 - Neglect	15.06.10		
1 staff	Safer Handling – Working with children			

	with Physical Needs	17.06.10
6 staff	Team Teach De-escalation training	06.07.10
2 staff	Speech & Language	06.10.10
1 staff	Attendance at Downs Syndrome Pri. Curric. Conf.	4/5.10.
2 staff	The inclusion of children with downs syndrome and expectations of behaviour	27.1.11
2 staff	Creating autistic friendly environments in schools	18.2.11
2 staff	Numicon approach to teaching numeracy	24.11.11
1 staff	SEN Green Paper briefing	27.9.12
2 staff	Signalong Course	20.05.13
3 staff	Learning Profile of a child with downs syndrome	05.07.13
1 staff	Supporting pupils with downs syndrome primary	11.10.13

Over the last two years the attendance of pupils with SEND has been above the school average. No pupil with a disability has been excluded in that same period.

The school has had an Accessibility Plan since 2003 and since that date the school and LA have completed the following work:

- Built a toilet suitable for use by disabled people.
- Widened four doors to playground and main internal corridors.
- Created a specific small teaching room with sound insulation.
- Improved fencing and security.
- Introduced new car park with three designated bays for disabled drivers.
- Installed ramp to main entrance
- Created ramped access to all external doors
- Installed improved sound system into hall with integrated hearing loop.
- Lowered light switches to classrooms
- Improved the lighting to the hall
- Widened internal doorways

- Lowered the reception hatch
- Installed ramps to 99% of the school.
- WC modified for disability in Reception class

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.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. Further monitoring of recruitment, retention and career development in relation to staff will be undertaken.

The following policies have been reviewed by the Leadership Team to consider their impact on pupils, staff and parents with disabilities and the following actions agreed:

- Behaviour Code and the school rules

1C: Views of those consulted during the development of the Scheme

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

- The annual parents' survey.
- The annual pupil survey
- Consultation with the School Council. The Council advised on the purchase of new play equipment and specifically raised the issue of needing to consider pupils with disabilities.
- Responses received from local community groups. (eg Hollies)

2A: 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 "Quality First Teaching" principles into all lesson planning.

- evaluating the effectiveness of interventions and relative effectiveness;

- 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, the assembly programme and Community Half Hour and through visiting speakers.

2B: 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).

2C: 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 of new pupils are made aware through the Beacon that they can request letters, newsletters etc in different formats (e.g. in simplified language). Or alternatively that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information. Parents' Survey to include a question about the newsletter and whether the format could be improved. Upon request if it is possible, the school can print documents/worksheets out on different coloured paper or provide where possible, plastic overlays, to enable pupils with dyslexia to partake effectively in lessons.

3. Making it happen

3A: Management, coordination and implementation

This Scheme will be reviewed every three years by the Premises and Environment sub-group (and other personnel as appropriate).

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision)
- School Improvement Plan (SSP);
- Staff Training Plan;
- Asset Management Plan;
- Health and Safety Action Plan;

3B: Getting hold of the Scheme

The Scheme is available in the following ways:

- The Scheme is available on the school website.
- A copy can be requested from the School Office or alternatively we can email it to you;
- The Scheme is also available in different

Accessibility Plan

Lower Park School Accessibility Plan 2016-2019

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum	<ul style="list-style-type: none">▪ Ensure staff training is up to date	Ongoing	£300 per day course (incl supply cover)	IC / JB/	Curric govs sub committee

<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Photographs of staff to be displayed ▪ Upon request printing for pupils with special needs, such as dyslexia, poor sight to be available where reasonable, e.g. handouts on coloured paper, larger font sizes. ▪ School trips to be risk assessed to ensure access for all 	<p>Spring 2016</p> <p>Ongoing</p> <p>Each term</p>	<p>Printing costs low</p> <p>£0</p>	<p>IC teachers</p> <p>EVC (IC)</p>	<p>SLT</p> <p>E&C Committee</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ 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. 	<p>Summer 2016</p>	<p>Leadership Team and SENCo time to review policies.</p>	<p>Leadership Team and SENCo</p>	<p>Governors</p>
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Automatic doors in entry ▪ Review personnel evacuation plans/fire safety and disability (esp hall) ▪ Identify accessible play equipment (School Council involved in designing new Foundation Play area). ▪ Improve signage of evacuation procedures, internet safety, fire drill ▪ Lower Paper Towel boxes in toilets and 	<p>Spring 2016</p> <p>IC</p> <p>Spring 2016</p> <p>Completed</p>	<p>£28000</p> <p>£grant bid playground improvements</p> <p>£100</p>	<p>IC</p> <p>IC</p> <p>EC</p> <p>FP/AB</p> <p>FP</p>	<p>Govs committee</p> <p>Environment & Community Govs committee</p> <p>Environment & Community Govs committee</p> <p>Environment & Community Govs committee</p>

	classrooms	Completed	£0		
	<ul style="list-style-type: none"> ▪ Replace one push taps with lever taps in each toilet 	Spring 2016 onwards	£200	IC/FP	Environment & Community Govs committee
	<ul style="list-style-type: none"> ▪ Emergency exit sign on entrance hall 	Spring 2016		IC	Environment & Community Govs committee
	<ul style="list-style-type: none"> ▪ Audit wheelchair access for parents 	Spring 2016	£0	IC/LP	E&C Committee
	<ul style="list-style-type: none"> ▪ Repair hand dryer 	Spring 2016	£100	IC/FP	E&C Committee
	<ul style="list-style-type: none"> ▪ Ease fire door for staffroom, hall, room 3 	Spring 2016		IC/FP/DM	E&C Committee
	<ul style="list-style-type: none"> ▪ Change direction of the fire exit sign in UKS2 corridor 	Spring	£10	FP/DM	E & C

<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ Review PSHE Curriculum ▪ Review Assembly Programme: widen focus of Different/Same theme ▪ Involve local disability groups in assemblies and visits to school ▪ Ensure that children with disability have equal exposure in website / newsletters 	<p>Spring 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>£150 for any new resources</p> <p>£0</p>	<p>EC</p> <p>IC/JG</p>	<p>Leadership Team and Governors</p> <p>SLT</p>
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print as required. ▪ Monitor uptake of documents in alternative formats. Consultation on effectiveness of communication from school to home. ▪ Homework information available as information sheets in alternative formats as appropriate. 	<p>Ongoing</p> <p>Ongoing</p> <p>Jan 2016</p>	<p>£30</p> <p>£0</p> <p>£0</p>	<p>Admin Annual questionnaire</p> <p>IC</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p>
<p>Staff</p> <p>Promoting equality of opportunity for staff</p>	<ul style="list-style-type: none"> ▪ Monitor data in relation to recruitment, retention and professional development. ▪ Encourage disclosure of disability. ▪ Incorporate questions into annual staff survey (IC) 	<p>Ongoing</p> <p>Ongoing</p> <p>Jan 2016</p>	<p>£0</p> <p>£0</p> <p>£0</p>	<p>Head</p> <p>Head</p> <p>Head</p>	<p>Governors</p> <p>Governors</p> <p>Governors</p>