



Disability Equality Scheme and Accessibility Plan

June 2019

Disability Equality Scheme & Accessibility Plan

We believe that this Disability Equality Scheme and Accessibility Plan are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Rationale

At Holbeton Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life, valuing diversity as a strength which will enrich us all. The achievement of disabled pupils and students will be monitored, and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. In seeking to be a fully inclusive school, we will endeavour to create an environment which does not adversely affect any member of the school community, and which promotes enjoyment and achievement for all.

Check list for school staff and governors

- ✓ Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services? Is due regard given to the parents and children's rights to confidentiality?
- ✓ Is pupil achievement monitored by disability? Are there are 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?
- ✓ Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- ✓ Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- ✓ Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- ✓ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- ✓ Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- ✓ Are procedures for the election of parent governors open to candidates and voters who are disabled?

Principles

- Compliance with the Disability Discrimination Act 2005 (DDA) is consistent with our School Aims and our Equal Opportunities Policy, as well as our SEN and Inclusion Policy.
- Not to discriminate against disabled pupils in their admission or exclusion, nor in the provision of education and associated services
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To identify and review barriers to access annually, and produce an action plan to address these as and when required
- In performing their duties, the 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 provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.
- The school endorses the key principles of the National Curriculum framework which underpin the development of a more inclusive curriculum, by:
 - Setting suitable learning challenges
 - Responding to pupils' diverse needs
 - Overcoming potential barriers to learning and participation for individuals and groups of pupils

Planning the Curriculum

- We will obtain data on future pupil population, wherever possible, to enable advanced planning to accommodate the needs of children with disability. This is part of our induction process.
- The curriculum will be differentiated where necessary by task, by outcome and by support offered.
- We will liaise with external agencies for the benefit of the child
- We will offer support to ensure the curriculum needs are met
- We will ensure sufficient information is provided to staff, bearing in mind the needs of the child and the need for confidentiality
- We will ensure special arrangements are made to support the child in statutory assessment (SATs)
- We will seek to obtain specialist resources to support specific needs
- We will involve the pupils and their parents in drawing up Individual Education Plans

The Physical Environment

- We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises:
 - Improved access
 - Lighting
 - Acoustic treatment
 - More accessible facilities and fittings

- Accommodation for 1:1 and small group work
- Audible fire alarm

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, which 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 (DED) and applies to all disabled pupils, staff and those using services provided by schools.

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. The following should be monitored:

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

Additional implications for schools

- The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

- Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

- Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

- Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

- Involvement and consultation

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

Consultation with disabled pupils / staff / parents to determine their priorities for the school with regards to disability equality over the next three years via:

1. Questionnaires – item in annual parent questionnaire
2. Feedback slips – after school events

What do we need to do?

In order to ensure that action is taken to meet the Disability Equality Duty, Holbeton Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This covers:

- Promoting equality of opportunity between disabled people and other people.
- Increasing awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;

- Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
- Monitoring incidents of harassment and bullying of disabled pupils. Encouraging pupils to report, and the school to take action against offenders. Investigate the reasons behind any incident, and if a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to address the issue with all pupils.
- Promoting positive attitudes towards disabled people through assemblies and curriculum work.
- Using the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
- Celebrating and highlighting key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
- Inviting staff from specialist units/services to raise awareness about disability by coming to talk to pupils.
- Encouraging participation in public life by disabled people.
- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council if elected.

Monitoring and reporting

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.

The actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

Progress of the Disability Equality Scheme and Accessibility Plan will be discussed annually by Governors, who will assess the implementation of the action plan for effectiveness. The findings will be used to improve the Disability Equality Scheme and feed into future practice.

ACCESSIBILITY PLAN – Holbeton Primary School

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Holbeton Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the four year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits;
- improve access to the **physical and social environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

The Accessibility Plan relates to the key aspects of physical environment and Curriculum information.

Accessibility Plan - Improving Curriculum Access and the Social Environment

Aspect of the duty	Action to be taken	How will the impact of the action be monitored?	Who will be responsible for implementing the action?	Review – June 20
<p>Increasing awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;</p> <p>The parents of disabled children and young people (CYP) may not be aware of how to best support the learning of their child</p>	<p>At the termly inclusion review meetings held with the SENCO, children with particular disability requirements will be discussed. Methods to support these children and their families will be discussed, assessed and appropriate actions offered to the parents. These may include: at Curriculum events for parents/carers, providing information in a variety of ways e.g. Braille and large print, contrasting paper or reading filters.</p>	<p>Satisfaction surveys to be conducted with parents after each workshop to ascertain whether sessions were useful, and feedback analysed</p>	<p>Curriculum event leader, together with Special Educational Needs Co-ordinator (SENCO)</p>	<p>Currently 1 pupil requires specialist provision to support access to the curriculum. Provision has been planned and met through an Education Health Care Plan.</p>
<p>Monitoring incidents of harassment and bullying of disabled pupils. Encouraging pupils to report, and the school to take action against offenders.</p>	<p>Investigate the reasons behind any incident, and if a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to address the issue with all pupils.</p>	<p>HT to continue keeping record of any incidents and acting as appropriate.</p>	<p>HT/ SMT</p>	<p>The school has a bullying log. Any incidents are recorded and reported through the CPOMs system.</p>
<p>Promoting equality of opportunity between disabled people and other people. Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays and events and on the school council if elected.</p>	<p>Ensuring we do not intentionally or unintentionally treat disabled people differently, and that all opportunities within school are offered to all eligible pupils/</p>	<p>Governing Body agenda Item Curriculum, Standards and Premises Committee.</p>	<p>HT</p>	<p>On-going review of events in relation to each particular pupil.</p>

Aspect of the duty	Action to be taken	How will the impact of the action be monitored?	Who will be responsible for implementing the action?	Review – June 20
	adults.			
Promoting positive attitudes towards disabled people through assemblies and curriculum work, resources and the school environment.	Include features about disabled pupils, from the past and present, in the assembly programme and curriculum where appropriate. Instil a I can do attitude in the school community to demonstrate that disability is no barrier to success. SEAL sessions will continue across the school.	Through observation of children’s responses and the elimination of inappropriate responses.	HT	Assembly programme supports the can-do culture and team work approach. The use of the SEAL PSHE will support circle time sessions and address the children’s perceptions of disability. This is particularly covered through the ‘Good to be me’ unit
Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, and events on the school council if elected.	All opportunities to be open to any member of the class and school community.	Class teachers ensure that all children have the same opportunities and are not discriminated against on grounds of their disability.	HT	In line with the schools aims and current policies all children have the equal opportunities. A number of adjustments for parents and members of the community with disabilities have been made to ensure they can attend events.
Ensure that all children on the SEND register have a provision map in place.	Provision maps for all SEND pupils	Review of SEND pupils undertaken at termly inclusion review meetings	HT, SENCO, All staff	

