Disability Equality Scheme and Accessibility Plan

Kineton Green Primary School

June 2015

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.

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 and Equality Act 2010:

- 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.

VISION AND VALUES

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 that is at the heart of our Disability Equality Scheme and Accessibility Plan. Our response to the needs of our disabled pupils is a vital part of personalising learning experiences for all.

We fully support Solihull's Policy for Special Educational Needs and Inclusion and their Local Offer.

The National Curriculum Inclusion Statement (2014) 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.
- Responding to pupils' diverse learning needs by:
    i)   Creating effective learning environments;
    ii) Securing their motivation and concentration;
    iii) Providing equality of opportunity through teaching approaches;
    iv) Using appropriate assessment approaches;
    v)   Setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

DEFINITION OF DISABILITY

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled and under the planning duties schools and local authorities have a general duty to improved the accessibility of schools for disabled pupils.

The DDA and the Equality Act 2001 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 definition is broad and includes a wide range of impairments, including learning disabilities, Dyslexia, Autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), 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.** All those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

In the DDA **'substantial'** means **'more than minor or trivial'. 'Long-term'** means **has lasted** or **is likely to last more than 12 months**.

NORMAL DAY TO DAY ACTIVITY

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

DISABILITY AND SPECIAL EDUCATIONAL NEEDS

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement or EHC Plan or who are at SEND Support Plus may also have impairments that may count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe Asthma, Arthritis or Diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular, some children whose emotional and mental health difficulties have their origins in social or domestic circumstances may fall outside the above definition.

POSSIBLE OVERLAP OF SEND AND DDA DISABILITY DEFINITION FOR CHILDREN AND YOUNG PEOPLE

Special Educational Needs	Both SEN + Disabled	Disabled
Mild Dyslexia	Long term Mobility / Motor difficulties	Asthma
Social, Emotional and Mental Health Difficulties (SEMH)	Learning Difficulties (significant)	Diabetes
Mild Dyspraxia	Hearing Impairment/Deaf Visual Impairment/Blind Incontinence	Cancer and in recovery
Minor Speech Impairment		Mental Health Issues
Mild Learning Difficulties	Significant Dyslexia	Disfigurement
Poor short term memory	Epilepsy	Eating Disorders
Word finding and recognition problems	Non-verbal	Significant Disfigurement
Organisational problems	ADHD	Sickle Cell Anaemia
	Autism	Gross Obesity
	SEMH (factors other than social e.g. medical conditions/mental health)	Very Short Stature
		Stroke paralysis
	Attachment Disorder	Incontinence due to a long term condition
		Paraplegia

REASONABLE ADJUSTMENTS

The DDA 1995 requires schools and local authorities to make reasonable adjustments to ensure that disabled pupils, staff and parents are not at a substantial disadvantage. Reasonable adjustments meet the statutory requirements when they:

- Act to prevent disabled pupils, staff and parents being placed at a substantial disadvantage
- Are aimed at all disabled pupils, staff and parents
- Are anticipatory

- Enable pupils to participate in education and associated services

When deciding if a reasonable adjustment is necessary to avoid placing disabled pupils at a substantial disadvantage, we need to consider the potential impact on disabled pupils in terms of:

- Time and effort
- Inconvenience
- Indignity or discomfort
- Loss of opportunity
- Diminished progress

We should be making reasonable adjustments for disabled pupils, staff and parents at different levels of school life:

- For the individual disabled pupil
- In our practices and procedures
- In our policies

Where appropriate, school will endeavour to provide facilities to support parents with language barriers (interpretation), sight (larger print) and hearing difficulties (sign language interpreter).

INFORMATION GATHERING

Employment Issues

We adopt 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 needs to be undertaken. The head teacher will gather information about recruitment of staff and governing body representation.

DATA PROTECTION AND CONFIDENTIALITY

Data protection and confidentiality of records is rigorously maintained with data shared only with relevant stakeholders.

STAFF TRAINING

Awareness training is provided to all staff on a variety of areas of needs, where appropriate to the needs of the schools' children including:

(1) **Team Teach Training:** Positive handling techniques (two year renewal required).
(2) How to support pupils with Dyslexia and literacy difficulties
(3) How to support pupils on the Autistic Spectrum
(4) How to support pupils with mental and health difficulties
(5) How to support pupils with speech, language and communication difficulties
(6) Needs Based Plans

Continuing Professional Development
Staff at the school have undertaken the following training 2006 - 2007:

BLP training – whole staff
CURRENT ADDITIONAL TRAINING
Level 2 Safeguarding Training: Head Teacher, SENCo, SENCo Assistant, HLTAs, TAs, Auxiliary Staff, Dinner Supervisors
Level 3 Safeguarding / DMS Training: Head Teacher, Deputy Head Teacher, FS/KS 1 Phase Leader, Community and Family Support Worker
Safer Recruitment Training: Head Teacher, Deputy Head Teacher, Office Manager, Governors
SEND Conference: SENCo
SEMH Conference: SENCo Assistant, Community and Family Support Worker
Speech & Language Training: SENCo Assistant, Teaching Assistants
Epi Pen Training (Yearly): Head Teacher, SENCo, SENCo Assistant, HLTAs, TAs, Auxiliary Staff, Dinner Supervisors
Paediatric First Aid Training: HLTAs
Team Teach Training (Two Year Renewal): Head Teacher, SENCo, SENCo Assistant, HLTAs, TAs, Auxiliary Staff, Dinner Supervisors

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

1) The school is built on one level and access is through double doors for wheelchair access.
2) Widened pedestrian entrance gate.
3) Constructed ramps to facilitate wheelchair access to external play area of Foundation Stage.
4) Widened external door of Foundation Stage to enable wheelchair access.
5) Improved security fencing on site perimeter and within site.
6) Improved evacuation routes in an emergency – new fire exit doors in Foundation Stage and main school building.
7) Classrooms are carpeted to aid children with hearing loss.
8) All classrooms contain interactive whiteboards to aid children with visual difficulties.
9) Adaptations are made for children with visual impairments so they can access the curriculum.
10) A hearing loop system with head microphone is available to support children with hearing impairments
11) Access railings have been implemented in Year 1 classroom to support access to outside learning environment.
12) A disabled toilet is available to ensure accessibility for visitors with a disability
13) A Year 1 toilet has been adapted with grip rails
14) Purchased ICT equipment (laptop) for individual pupil with specific needs.
15) Repaired broken/uneven slabs.
16) Improved waiting area for parents – pathways and seating facilities.
17) Increased size of hall space.
18) Created an accessible car parking space.

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

EXISTING PRACTICE

In including all groups with disabilities in our school we already have strategies in place. These are:

- Having high expectations of all pupils.

- Planning/risk assessing and being flexible to ensure all pupils can participate in the full curriculum including P.E.

- Planning out of school activities/residential visits with parents and advice from other professionals to ensure pupils with disabilities can take part.

- Putting in place individual health plans in liaison with school nurse.

- Administering an admissions policy which does not discriminate against pupils with disabilities or treat them unfairly.

- Devising teaching strategies to remove barriers to learning and participation.

- Planning the physical environment to take account of pupils with disabilities

- Providing pastoral/additional support

- Raising awareness of the needs of pupils with disabilities and providing training for staff as appropriate.

- Providing appropriate resources.

- Providing written information for pupils with disabilities in an appropriate format.

- By promoting positive images of disabled people.

- By seeking advice from appropriate external agencies.

- By seeking the views and opinions of children.

OTHER POLICIES AND PLANS
The following policies are relevant when considering the impact of school organisation on physically disabled pupils. All policies will be reviewed following our programme of SSE, with consideration being given to the Disability and Equality Scheme:
- Behaviour Policy
- Trips and Visits guidelines (EVC)
- The Administration of Medicines Policy
- Equalities Policy
- Assessment Policy
- SEND Policy
- SEND Information Report
- SDP
- Health and Safety Policy

THE ACCESSIBILITY PLAN'S MAIN PRIORITIES

A.   Increasing the Extent to Which Disabled Pupils can Participate in the School Curriculum

The school is committed to incorporating "Quality First Teaching" principles into all lesson planning. In addition, "personalising learning" is an area of focus within the current SEND and Inclusion Policy.

The SENCo in conjunction with the Head Teacher, Inclusion Manager operates in a strategic way:
- Evaluating the effectiveness of interventions and relative effectiveness;
- Observing 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 and HLTA's.

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

School trips are planned on the basis that all pupils are included. SEND children have access to the same activities, clubs, trips and residential trips as the rest of the school. Pre-emptive planning and risk assessments are in place to ensure that children with SEND are able to access their full entitlement.

Under the Equality Act (2010), the school will ensure that they make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage to their peers. This may include providing additional staff and accessible transport or ensuring the venue is appropriate to the needs of the pupil concerned.

See Combined Action Plan and Accessibility Plan (Appendix 1A – Curriculum Accessibility).

B.   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 2).

C.   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 2.

MAKING IT HAPPEN

A. Management, Coordination and Implementation

The Governing Body has responsibility for the school accessibility plan. This plan, together with the school's SEND Policy, will be reviewed and revised on a three year cycle by the Senior Leadership Team and Governing Board.

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)
- SEND Information Report
- SEND and Inclusion Policy
- School Development Plan
- Health and Safety Policy
- Healthy Schools Audit

B. ACCESSING THE SCHOOL'S PLAN

The Disability Equality Scheme and the Accessibility Plan for Kineton Green Primary School is available on request from the school. It can also be accessed on the school's website.

APPENDIX 1

Useful Links

Abilitynet gives free information and advice on any aspect of the use of a computer by someone with a disability.

Action on Hearing Loss runs a telephone/teletext helpline and also produces information leaflets and fact sheets.

Arthritis Care campaigns nationally, and also works through a network of local groups and centres offering support, advice and training. Information is available on their website and they represent the best source of information nationally on arthritis, its impact and on ways that colleges and centres may best be able to meet the requirements of learners with arthritis.

Autism West Midlands Leading charity in the West Midlands for people affected by autism.

British Deaf Association is an organisation of Deaf people that represents the Deaf community.

The British Dyslexia Association offers advice, information and help to families, professionals and dyslexic individuals. It works to raise awareness and understanding of dyslexia, and to effect change. BDA provides a range of useful resources related to dyslexia.

Broadbandsuppliers is a site which collates valuable advice on online resources for disabled users.

Foundation for people with learning disabilities The Foundation provides information, resources and services and tries to influence government and local authority policies and services so that they better meet the needs people with learning disabilities.

Gov.uk – disabled People This part of the Gov.uk website has been designed to help people find out about their civil rights. It provides information on legislation that exists to help establish employees and employers.

Diabetes UK has a mass of information about diabetes that is of wider interest and would certainly be helpful to schools.

Down's Syndrome Association (DSA) provides information, advice and support to parents and individuals with Downs Syndrome. It also provides information and advice to professionals whose work requires an understanding of the condition.

Dyslexia Action (DA) is a charity that specialises in the assessment and teaching of people with dyslexia and is now the only national dyslexia teaching organisation in the world. It seeks ways to improve the effectiveness of teaching and also focuses on the development of teaching materials.

Epilepsy Action has developed a large website that includes basic information about the condition that will be useful to schools. The site also provides an index of reference material for those who wish to develop a more detailed understanding of epilepsy.

The Equality Human Rights' Commission (EHRC) is an independent body, established to eliminate the discrimination faced by disabled people and to promote equality of opportunity. The EHRC produces many useful guides and publications such as how to organise disability awareness/equality training and it has a fully accessible helpline.

Mencap is one of the major organisations for people with learning difficulties.

Mencap has produced an education resource pack for those over 16 years old which supports their Essential Skills Award. The resource was developed by Mencap National College and focuses on enabling learners to develop "practical skills for the real world".

The Mental Health Foundation The Foundation produces many publications on mental health. It also produces a newsletter, monthly updates and factsheets.

MIND (National Association for Mental Health) is a mental health charity covering England and Wales. Factsheets can be downloaded from their website on issues such as mental health problems and learning disabilities.

National Autistic Societyprovides an enormous amount of information ranging from introductory information to links to research sites. This is an extremely valuable resource for education professionals.

National Deaf Children's Society (NCDS) Provides professionals with the latest information on campaigns, government news, NCDS projects and academic and professional research, publications and resources that are available to you.

NASEN (The National Association for Special Educational Needs) is an organisation that provides a forum for those actively involved with exceptional learning needs and/or disabilities and contributes to the formulation and development of policy in the area. NASEN also publishes quarterly the British Journal of Special Education and Support for Learning.

National Autistic Society provides an enormous amount of information ranging from introductory information to links to research sites. This is an extremely valuable resource for education professionals.

NDCS (National Deaf Children's Society) campaigns to break down barriers faced by deaf children and young people. The website provides a considerable amount of information and research for families, young people and professionals working in the field.

RADAR (Royal Association for Disability and Rehabilitation) provides information and advice on all aspects of disability and has also compiled a list of recommended Disability Awareness or Equality trainers.

Royal National Institute of Blind People (RNIB) produces a huge range of resource materials. It runs a telephone information service and supports this with a range of fact sheets. One of the main ways in which LAs, schools and colleges will need to respond to DDA Part 4 is by ensuring that blind and partially sighted students can have access to teaching materials. RNIB has a wealth of experience in this area.

Sense The national (UK) voluntary organization working with and supporting people of all ages who are deafblind or have associated disabilities.

Scope is a national organisation for people with cerebral palsy. It also offers a range of services to professional staff in education and social services including information and advice. The Scope website offers a large quantity of useful information online and also provides a large index of additional publications that colleagues working primarily with disabled students will find very useful. The site is large and it may be helpful to go directly to the online publications catalogue: www.scope.org.uk/action/publications/index.shtml

SHINE is happy to provide information to professionals working with young people with spina bifida and hydrocephalus to enable them to provide improved support. Their website includes a publications section which is extremely helpful for education staff.

World of Inclusion provides training and resources primarily for schools, but also for colleges and local authorities around the issue of inclusion for all students within our education system.

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