

Willington Primary School

Disability Equality Scheme, Action Plan And Accessibility Plan

December 2010 – December 2013

Introduction

Duties under Part 5A of the Disability Discrimination Act (DDA) require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Definition of Disability :

Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The 2005 Disability Amendment Act also states that people with cancer, multiple sclerosis or HIV infection are automatically covered.

Derbyshire County Council and Willington Primary School use the 'Social Model of Disability' as the basis for their work to improve equality for, and tackle discrimination against, disabled people. The Social Model shifts the focus away from a person's impairment and towards removing the barriers that disabled people face in everyday life.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- 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.

This Scheme incorporates the school's plans to increase access to education for disabled pupils.

1.1 The purpose and direction of the school's Scheme.

1.1.1 At Willington Primary School, we are committed to establishing equality for all students, their parents, staff and other users of the school. This is reflected in our school aims, which state:

"Willington Primary School seeks to maintain a happy secure community within which the children can learn effectively. Parents are part of that process. Children achieve proficiency in basic and other skills, acquire a body of knowledge and aim to become responsible and caring individuals capable of reasoned decision making.

The Governors' stated aims for the school are:

- *to provide a safe, positive learning environment where all pupils have the opportunity and encouragement to develop to their own full potential, socially, culturally and academically.*

- *To provide co-operation and mutual respect between all people involved with the school.*
- *To encourage the involvement of parents in a wide range of aspects in the life and work of the school*
- *To foster positive links between the school and the local community.*

We believe that parents and everyone in school are part of a team who, working with trust and understanding help achieve these aims.”

1.1.2 The Disability Discrimination Act (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people’s needs, even if this requires more favourable treatment.

This Scheme aims to set out how we will meet these general duties and runs alongside our Accessibility Plan (see Appendix B.)

1.1.3 It is the responsibility of the whole school community to implement this Scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young People, Staff and Parents

1.2.1 In preparing this Scheme, disabled people were involved in the following ways:

- teaching staff were informed about the purpose of the Disability Equality Scheme and the definition of ‘disabled’ and were asked for suggestions to improve school
- As part of our review of children’s personal details, parents were asked if they considered their child to be disabled and informal discussions took place about provision in school.

1.2.2 We plan to include a section in the Headteacher’s questionnaire to parents about their views on provision for disabled people in school.

1.3 Gathering Information

1.3.1 Disabled pupils and staff are identified through admission forms, self-declaration, recruitment and selection procedures. Data protection legislation will be observed in sharing this information.

1.3.2 Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

1.3.3 The information about disabled pupils will be used to assess:

- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils. Extra-curricular opportunities will also be considered.

1.3.4 The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the ease in which they can carry out day to day communication with school
- the effect of our policies and practices on the involvement of disabled users in community activities.

1.3.5 The information about disabled staff will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff (See Appendix C).

1.3.6 The information about disabled governors will be used to assess:

- the representation of disabled people on the governing body
- the effect of our policies and practices on the recruitment and retention of governors, and their ability to take a full and active part

1.4 Impact Assessment

1.4.1 We shall measure the impact of the Scheme through consultation and feedback. We aim to involve disabled pupils, parents, staff and members of the wider community at appropriate points. The commitment to involving disabled people should not become burdensome on them.

1.4.2 The policies and practices of the school will be reviewed to identify their level of relevance and impact on disabled people. .

1.4.3 Issues arising from the impact assessment will be prioritised and added to the Action Plan.

1.4.4 All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction.

- 1.4.5 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

2: Planning for Action

2.1 Arrangements for the Second Action Plan

2.1.1 Our **second** Action Plan addresses the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

2.1.2. Our Disability Equality Scheme Action Plan is included as Appendix A.

3. Implementation

3.1 Implementation, Monitoring and Evaluation of the Action Plan

3.1.1 The implementation of the Action Plan will be overseen by the governing body. A report will be made to the governors each autumn by the Headteacher and SENCO.

3.1.2 The Disability Equality Scheme Action Plan will be annually reviewed as part of the School Improvement Plan, and in conjunction with the Disability Accessibility Plan.

3.1.3 The evaluation of the effectiveness of our Scheme will be reflected in our discussions with our School Improvement Partner and with Ofsted when the school is inspected.

3.2 Publication of the Scheme

Our Disability Equality Scheme will be available in paper format to anyone on request. If this is not accessible to a disabled person, other preferred methods will be used.

3.3 Reviewing and Revision of the Scheme

3.3.1 The Scheme will be fully reviewed in December 2013 and informed decisions will be made about the school's new priorities and action plans for the next scheme. This process will again:

- involve the views of disabled pupils, staff and parents
- be based on information that the school has gathered.

3.3.3 The SENCO will be responsible for initiating the review of this scheme.

Appendix A: Disability Equality Scheme Action Plan Dec 2010 – Dec 2013
(to be reviewed annually and new Scheme Action Plan to be started in Dec 2013)

Target	Actions	Who	When by	Resources & Costs	Success Criteria	Monitoring, Evaluation & Reporting	Evaluation Notes
Set up systems to involve disabled people.	<ol style="list-style-type: none"> 1. Each Autumn term, send letters to parents seeking their views 2. Each summer term, Pupils' Questionnaire from headteacher to include a question about how school could be improved 	SENCO	Nov 11,12,13 June 11,12,13	Management time	Disabled pupils, staff, parents and people from the community are involved in considering school provision for disabled people	Headteacher Curriculum & Pupil Provision Committee Governing Body	
New Policies include consideration of needs of disabled people	<ol style="list-style-type: none"> 1. New Policies to ensure their impact on disabled pupils, staff & parents is considered and addressed at staff meetings . Consider the extent they: <ol style="list-style-type: none"> a. Promote equality of opportunity b. Eliminate discrimination c. Eliminate harassment d. Promote positive attitudes e. Encourage participation in public life f. Take steps to meet disabled people's needs, even if this requires more favourable treatment. 2. Present new policies to Governors for discussion & views 	SENCO Pupil Provision Committee	Ongoing	Management time Within staff meetings	All school policies will reflect our intent to meet the duty to promote disability equality	Headteacher Curriculum & Pupil Provision Committee Governing Body	

Target	Actions	Who	When by	Resources & Costs	Success Criteria	Monitoring, Evaluation & Reporting	Evaluation Notes
<p>Ensure any changes to practices and procedures pay due regard to the 2005 Disability Discrimination Act.</p>	<p>1. Staff meetings to discuss any changes to school practices and procedures and their impact on disabled pupils, staff & parents and possible improvements Consider the extent they: a. Promote equality of opportunity b. Eliminate discrimination c. Eliminate harassment d. Promote positive attitudes e. Encourage participation in public life f. Take steps to meet disabled people's needs, even if this requires more favourable treatment. 2. Present changes to Governors for discussion and views</p>	<p>SENCO Pupil Provision Committee</p>	<p>Ongoing</p>	<p>Management time Within staff meetings</p>	<p>School practices that discriminate against disabled people are identified and amended.</p>	<p>Headteacher Curriculum & Pupil Provision Committee Governing Body</p>	

Appendix B Accessibility Plan

Willington Primary School

Accessibility Plan 2010 - 2013

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:

- 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.

Definition of disability by the DDA:

A disabled person is 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 children with a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

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 set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

Willington Primary School is a fully inclusive school. There is equality of opportunity for all pupils to follow the full Early Years or National Curriculum, and to take part in extra curricular activities and the full life of the school. We aim to effectively meet the individual needs of all pupils at the school so that they benefit as fully as possible from the education they receive and attain their potential.

We tackle as many barriers to learning as possible. Where pupils have additional needs, resources and training are provided as necessary for staff, including seeking the advice of support services. Where appropriate and reasonable, changes are made to the building and school to provide the correct environment for all our pupils to thrive and progress. Through liaison with the LA, pre-school and transferring schools, we aim to know about children with additional needs before they arrive so that the appropriate learning environment can be prepared. There are occasions, however, when we are not made aware of their needs before their entry and we have to respond as quickly as possible.

1B: Information from pupil data and school audit

The school has c.207 pupils on roll. There are 7 classes of individual year groups. Pupils come from a full range of housing from social housing to owner occupied. The school is predominantly white in terms of ethnicity. There are 15 pupils who are eligible for and claim free school meals. For 2009 -2010, the unauthorised absence rate was 0%.

The school is usually informed by the LA, pre-school or transferring schools of pupils with additional needs who may be wishing to attend. There are occasions, however, when no information is given and we are totally unaware of any additional needs until the children start.

Teachers are informed by the SENCO and Headteacher of any pupil who may have a special need. Teaching Assistants who are involved with these children are also informed. Adaptations to activities, lessons, support, resources etc are made depending on pupil needs. Termly reviews between the teachers and the SENCO discuss all children who have a special need and future actions are decided. These are then shared with parents and, where appropriate, with pupils.

Currently, there are seven pupils who have a Statement of special educational needs, 14 at School Action Plus and 16 at School Action.

Behaviour, emotional & social difficulties 2
Autistic Spectrum Disorder 1
Physical impairment / medical difficulty 4
Visual impairment 1
Hearing impairment 2

Moderate learning difficulties 2
Speech, language and communication difficulties 11
Specific learning difficulties 21
Severe learning difficulties 1

Attendance From September 2009 to July 2010, the average attendance for pupils was 96% . The average attendance for Statemented pupils was 91%; 93% for pupils on School Action Plus and 94% for pupils on School Action.

Medication There are two children currently who require a health care plan. There are 3 children with food allergies – they have Epi-pens in school and staff have been trained. There is one child with diabetes and staff have been trained to check glucose levels and administer insulin injections. We readily liaise with Health Agencies to provide for children's medical needs, including the training of staff.

Looked After Children Currently, there are two looked after children.

Child Protection Child Protection arrangements are in place and regularly reviewed by Governors and the Headteacher. The designated member of staff is fully trained in the LA procedures and she regularly trains all staff.

Health and Safety The school has regular health and safety checks by staff and governor representatives. All staff are aware of the need to report issues of health and safety. IN PSHE, practical subjects, PE etc, children are regularly involved in risk assessments and taught how to stay safe.

The school is equipped with an accessible toilet which has a couch. We do not have a hoist in the accessible toilet. The school is a one storey building and access is possible for wheelchair users, although some external doorways have ledges which make them unsuitable for independent wheelchair use. If a wheelchair user needed access to all the school, we would have to rearrange furniture and trolleys etc to make more space. Some classrooms are too small to allow space for wheelchair manoeuvrability so year groups may have to be moved.

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

We have supportive parents as evidence by a 95+% attendance at parents' evening. It is on these occasions that we receive most feedback about how they feel that their children's needs are being met and if they have any further suggestions for adjustments. We also encourage parents to contact school if they have any concerns. Parents also give valuable feedback at termly SEN reviews.

External agencies, such as Speech and Language Therapy, Visually Impaired, Hearing Impaired, Educational Psychology, SSEN etc, speak highly of our work with pupils.

2. The main priorities in the school's plan

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

The school improvement plan (SIP) sets out priorities for improving the school curriculum to give a wide range of opportunities for pupils, for implementing strategies for early identification and underachievement, and for improving the quality of teaching and learning. These SIP actions, therefore, have close links to the accessibility plan.

The school works hard to ensure that pupils with disabilities participate fully in all aspects of school life. Lessons, playtimes, out-of-school visits, extra-curricular activities etc are all considered and adapted as necessary to ensure all children can participate. Risk assessments are carried out and additional staff plus resources are provided if necessary.

See attached Accessibility Plan for Improving Access to the Curriculum

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school is constantly working towards improving the building and surrounding environment. This has included new classrooms, an accessible toilet, resurfaced playground, an audio system set up in a classroom, new light fittings, drop kerbs from the car park and security fencing. Advice has been received from the Visual and Hearing Impaired Services about considerations for future classroom improvements.

See attached Accessibility Plan for Improving the Physical Environment

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

Identifying the appropriate format for delivering information to disabled pupils depends on the pupil's needs, subject level and content. Signing, visual cues, oral delivery are used as appropriate. Parents are asked to contact teachers if homework sheets are causing difficulties. Currently, we have no children who require large print/Braille or audio recordings

See attached Accessibility Plan for Improving the delivery of written information

3: Making it happen

3A: Management, coordination and implementation

The Governors and Senior Management Team are aware of, and have input into, the school's accessibility plan. The Governors and staff are fully aware of, and kept updated on SEN, DDA and Every Child Matters legislation. There are close links with many external agencies such as Social Services, Health, Support Services, SSSSEN, Educational Psychology etc.

The plan will be revised on a regular basis, taking into account the needs of those pupils attending or going to attend the school. A range of information will be used, such as SEN pupils, effectiveness of support, SEN attendance percentages, Fischer Family Trust data on pupils with disabilities/on SEN register, feedback from parents, external agency reports etc.

The Senior Management Team is responsible for the implementation of the accessibility plan.

3B: Getting hold of the school's plan The plan is available on request from the school.

Improving Access to the Curriculum							
	Target	Actions	Lead responsibility & key personnel	Resources & costing	Time-scale	Performance indicators / exit criteria	Evaluation
Short Term	To identify disabled children and staff made aware of their needs	SENCO to collate & set up list , & share with teachers & appropriate staff	SENCO Child Prot. Co-or	Within staff meetings &/or management time	ongoing	Staff are aware of needs of children and strategies to meet those needs	
Medium Term	To provide training to staff as appropriate on SEN & Child Protection	SENCO to organise & liaise	SENCO Child Prot. Co-or	Within staff meetings &/or management time	As required, depending on new staff &/or pupils	Staff are aware of needs of children and strategies to meet those needs	
Long Term	To audit pupils' and parents' opinions about access to activities	Questionnaire &/or Circle Time discussions	SMT	Within management time	Parents very Nov Pupils every June	Information reviewed and any future actions identified.	

Improving the Physical Environment

	Target	Actions	Lead responsibility & key personnel	Resources & costing	Time-scale	Performance indicators / exit criteria	Evaluation
Short Term	To make the Wild Life area accessible to children with poor gross motor skills	Pond to be filled in and changed to a bog garden. Paving or suitable walking surface	Headteacher	Contract Grounds Maintenance £200	By Spring 2011	All children can safely enter and use the Wild Life Area	
Medium Term	To provide a quiet outdoors area for children to relax at playtime	Re-establish a 'Chill Out' zone Provide seating Provide sensory stimulation in zone – eg aromatic & flowering plants, statues/models, wind chimes,	Headteacher	Contract Grounds Maintenance £300	By Summer 2011	Children requiring Time Out have somewhere safe and quiet	
Long Term	Paint classroom walls to provide appropriate backdrops for children with visual difficulties	Headteacher & Governors to oversee, considering budget implications	Headteacher	Contract LA £3000			

Improving the delivery of written information							
	Target	Actions	Lead responsibility & key personnel	Resources & costing	Time-scale	Performance indicators / exit criteria	Evaluation
Short Term	To use a minimum of print size 14 whenever possible for communicating with children or parents. Teachers to use different coloured paper for children with Dyslexia if appropriate	SENCO remind all staff & review SNECO ensure all staff know how to enlarge using the photocopier & when word-processing SENCO to order paper SENCO to order books Teachers to use as appropriate	SENCO SENCO	Within staff meetings &/or management time	Ongoing By Jan 2011	Children, especially visually impaired, can access written info more readily	
Medium Term	To train appropriate staff in signing using 'Signs & Symbols' To train appropriate staff to use Widgets symbol software	SENCO to organise &/or liaise	SENCO	Within staff meetings &/or management time Course & supply cover costs	Ongoing	Staff are able to communicate with children who cannot readily access written or oral communication	
Long Term	To ensure all children can access Kaleidos Learning Platform	Teachers to use a range of methods to give information eg pictures, audio messages	SENCO ICT Co-or	Within staff meetings &/or management time	By July 2012	Pupils can access information more readily	

Appendix C : Access to Work

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a deaf or hearing impaired person who may need support at an interview;
- a reader at work, for a blind or visually impaired person;
- special equipment (or alterations to existing equipment) to suit particular work needs arising from a disability; and
- help with the additional costs of travel to work for people who are unable to use public transport.

Access to Work can also pay for a support worker, if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment;
- someone to support communication for a person with a hearing impairment; or
- a specialist coach for a person with learning difficulties.

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- contacting their local Disability Employment Adviser (DEA) through their nearest Jobcentre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your particular circumstances with you;
- looking on the Jobcentre Plus website: www.jobcentreplus.gov.uk