

KING'S OAK PRIMARY SCHOOL



Accessibility, Disability and Equality Policy

Signed by Chair of

Paul Davies

Governors: Dated: 20.4.17

Signed by Headteacher:

A. J. England

Dated: 20.4.17

Reviewed April 2017
Approved FGB – April 2017
Next Review – April 2018

Introduction

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

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

This Scheme sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students 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 students, staff, parents and users of the school.

1. Starting points

1A: Vision and Values: King's Oak Primary School's Disability Equality Scheme

Aiming for Excellence, for all.

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all students 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 students and staff.

We are proud of the caring nature of our school. Our response to the needs of our disabled students is a vital part of personalising learning for all.

Reviewed April 2017
Approved FGB – April 2017
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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.
- Responding to students' 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 students.

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 can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, 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 King's Oak Primary School shows a broad spread of ability, but is average overall. 2% of students have a Statement of Special Educational Needs.

Staff at the school have undertaken the following training 2016-17:

Child protection training – all staff
IEP's
Prevent/FGM training
Inclusion
Autism
Sensory Needs
Crisis Management/Behaviour

School trips are planned on the basis that all students are included. Local Authority Educational Visits' Co-ordinator to be consulted.

Reviewed April 2017
Approved FGB – April 2017
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The duties we need to consider are:

- Preparation for entry to the school
- The curriculum
- Teaching and learning
- Classroom organisation
- Timetabling
- Grouping of students
- Homework
- Access to school facilities
- Activities to supplement the curriculum, for example, a drama group visiting the school
- School sports
- School policies
- Breaks and lunchtimes
- The serving of school meals
- Interaction with peers
- Assessment and exam arrangements
- School discipline and sanctions
- Exclusion procedures
- School clubs and activities
- School trips
- The school's arrangements for working with other agencies
- Preparation of students for the next phase of education

We work closely with the out of school hours' provider to ensure activities planned are accessible to all.

Using data and lesson observations by senior staff, we track and analyse the achievement of all our students.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. Any reasonable extra support required to enable disabled staff to undertake their duties will be discussed with the individual concerned. The school will also write to local initial teacher training providers to make them aware of the accessibility of the school for a student with a disability.

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

- Anti-bullying policy includes disability issues.
- Homework (School provides Homework Club for pupils who may find accessing homework requirement)

2. Starting points

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

The school is committed to incorporating different learning styles and AfL into all lesson planning.

Reviewed April 2017
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Through the SIG and full Governing Body:

- evaluates the effectiveness of interventions and relative effectiveness;
- observes more lessons and samples lesson planning, looking specifically at target groups of students (including those with disabilities) and reviews assessment for learning;
- monitors the appropriateness of student groupings;
- monitors the deployment of Teaching Assistants.

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

The PSHE Values Co-ordinator and Learning for Life Co-ordinator will review how well we are developing awareness of disability through the PSHE and Citizenship Curriculum, the assembly programme and through visiting speakers.

2B: Improving the physical environment of the school to increase the extent to which disabled students, staff, parents and others can access education and associated services

See 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

Admissions' Form filled in by parents/carers of new students follow LA advice. Parents of new students are made aware that newsletters and letters are put onto the schools website so parents can enlarge documents to the size they need or use their own software to access information

In addition various improvements are included in the Action Plan (see Appendix 1)

3. Making it happen

3A: Management, coordination and implementation

A report updating the Governing Body will be presented annually to inform budget planning for the new financial year. The update will include specific evidence of impact over the preceding twelve month period.

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

- School Self-evaluation Form
- Inclusion Audit
- School Development Plan;
- Staff Training Plan;
- Asset Management Plan;
- Health and Safety Action Plan;

Reviewed April 2017
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Appendix 1

Improving the Physical Access

Aims and Objectives

Our aims are to:

- Increase access to curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Aim	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with disabilities	Use TEACCH symbols and visual timetables Adapt for specific pupils such as personalised curriculum, hearing loop Noise traffic lights Caustic tiles	Long term Widen the range of communication support to include more staff skilled to sign and use visual communication strategies	Inclusion Consultant RC to lead training in all areas for support over coming year	Inclusion Ass head. AE	July 17, ongoing
Improve and maintain access to physical	Disabled toilet access Disabled toilets are located next to the KS1 entrance outside Gingerbread Class on Oak building. No disabled toilet in King's The new reception now has a split counter for disabled to access	Long term To ensure that walkway, planned for 2017 includes all necessary provisions and are fully accessible Short term To work with designers to ensure best practice in incorporated	Meet designers Meet designers	AE, SS AE,SS	July 2017
Improve the classroom for our HI children	Caustics tiles one class per year group for HI Children	Long Term Work with the LA, hearing Impaired Advisor and hearing of the deaf teacher	Quotes to be obtained	AE, GL, AT	By end of academic year 2020

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Appropriate seating arrangements	Meeting rooms have adult seating	Ensure that appropriate, adult size chairs are used for all meetings/events involving parents	As and when required	AE,SS	Ongoing as and when required
Improve the delivery of written information to pupils	Translated letter for parents, website translator	Long term Continue to deliver supported communication systems	Training on visual communication, provide increased resources. Increase the number of bilingual texts	AE, SS, Office	Ongoing