

William Torbitt Primary School

Disability Equality & Accessibility Plan



March 2014
Review 2017

1. Introduction and aims:

We believe in providing every opportunity to develop our pupils' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, school life and the school environment for pupil's staff, parents and visitors with a disability.

In this scheme we will outline how we can promote disability equality for all disabled pupils, staff, parents, governors and visitors to our school. We also have a duty to publish our Accessibility Action Plan which explains what we are doing now, and what we plan to do over the next three years.

2. Background:

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. Whilst there is no longer a requirement under the current legislation for an Equality Scheme, the duty under the Act is that schools collect and publish equality information and objectives. However, schools continue to have a duty to produce an Access Plan which must be implemented.

It is our duty to make sure that we:

- do not to treat disabled pupils less favourably for a reason related to their disability
- will make reasonable adjustments for disabled pupils
- will plan to increase access to education for disabled pupils
- do not discriminate against anyone as explained in the DDA, 1995
- do not allow any form of harassment of people with a disability
- will promote positive attitudes towards anyone living with a disability
- will remove barriers which may discourage disabled people from playing a full part in school life
- will encourage full participation by everyone in our school activities

Our accessibility action plan is resourced, implemented, reviewed and revised annually. Attached is a set of action points showing how the school will address the priorities identified in the plan.

3. Definitions of disability:

A person has a disability if he/she has a physical or mental impairment that is:

- substantial - long-term and - has an adverse effect on his/her ability to carry out normal every day activities

4. Principles:

- compliance with the above-mentioned legislation is consistent with the school's aims, Equal opportunities Policy and the operation of the school's Special Educational Needs (SEN) Policy
- our admissions policy does not discriminate against a disabled child
- we recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- when recruiting staff disabled people will not be discriminated against
- we recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- we provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum underpinning the development of a more inclusive curriculum:
- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

- by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities

5. Purpose and direction of the school's plan:

Our Disability Equality Scheme and Accessibility Action Plan aim to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

6. Information from pupil data and school audit:

Information about the needs of disabled people will be gathered through:

- pupil admission information
- parental information
- SEN reviews/statements
- recruitment process
- discussion with relevant medical professionals and other outside support agencies

7. The main priorities in the school's plan:

- increasing the extent to which disabled pupils and adults can participate in the school
- improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and wider life of school
- improve the accessibility of written information to disabled pupils and adults

8. Making it happen:

Audit of provision

- Healthy Schools status
- we use a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- children have learning targets, closely monitored and regularly reviewed
- all staff are trained in Assessment for Learning and this continues to be developed and updated
- analysis of assessment data figures allows us to measure the impact of intervention and support strategies for all children
- teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to all children
- SEN register is kept up to date
- appropriate and specific intervention programmes for pupils with SEN
- Individual Education Plans (IEPs) and reviews in place where necessary
- advice is sought from outside agencies, the Educational Psychologist and other appropriate services to provide staff with information about making 'reasonable adjustments'

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to the building and grounds:

- structured and supportive playtime and lunchtime activities such playground buddies
- ensuring all adjustments to current buildings are DDA compliant
- review hazards for the visually impaired learning and teaching:
- we will review and monitor to all pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- academic progress is monitored and 'value added' considered
- additional support (small group or 1:1) will be provided where possible
- individual targets and IEPs ensure variety of teaching and learning strategies
- targets will be monitored regularly

- review of policies in school is ongoing, including updates to the Anti-bullying and PSHE
- we are a 'Healthy School'

Communication methods:

- use of interactive whiteboards
- use of ICT resources by pupils
- visual timetables for some pupils
- newsletters to parents
- diary and news pages on the school website
- informal discussions with parents
- telephone messages and conversations with parents
- Parent consultation

Monitoring and Impact Assessments

The Governing Body will review the Action Plan annually

The disability register will be updated when necessary.

The school census will be updated annually.

- the impact of all school policies and practices on disability equality will be assessed at the time of review by the Governing Body
- the scheme will be reviewed and revised as necessary, with formal review of the scheme will take place after three years (Spring Term 2017).

Accessibility Plan – Action Plan – March 2014

Priority	Action	By Whom?	By When?	What Resources may be Needed?	Monitoring and Evaluation
Improving access to the curriculum					
To respond to pupils diverse learning needs and overcome potential barriers to learning and assessment.	To ensure that all staff take into account the needs of children with disabilities and resources used support their learning, eg multi sensory materials, support staff, simplified language	Class teachers/LSAs	To be arranged	LSA trained to support pupils with disabilities timetabled into all lessons Provision mapping to identify priority needs and allocation of LSAs Training	

Priority	Action	By Whom?	By When?	What Resources may be Needed?	Monitoring and Evaluation
Physical Accessibility					
To review and update accessibility procedures in the school taking into account the expansion programme.	To regularly carry out a premises audit with attention to: Lighting, signage, fire alarms, accessibility of outside areas including playground, field, walkways into school during the expansion works	Site Manager Health and Safety Co-ordinator	Ongoing		Health and Safety Co-ordinator monitors accessibility of the school building and surrounding areas as part of regular audit.
	Premises audit with attention to lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible toileting, level access, washing and changing facilities, accessibility of outside areas on completion of building works	Site Manager Health and Safety Co-ordinator	January 2015		Governing Body reviews all health and safety issues.
	Ensure access to school site/building for disabled persons, including car parking	Site Manager			
	Repaint highlighted steps around the school including all exits into the playground and at the front of the school.	Advice from specialist staff		Budget	
	To repaint strips around the trees in the playground area.	Site manager			
	To develop a programme for: <ul style="list-style-type: none"> painting chairs and plant holders in bright contrasting colours. 	Site manager			

	<ul style="list-style-type: none"> painting concrete benches and logs. <p>To paint a strip at the beginning of the ramp at the front of the school.</p> <p>To provide a sensory room/quiet area for children who need time out</p> <p>Independent workstations to be set up for children with social and communication difficulties</p> <p>To ensure that furniture and resources are organised in classrooms to support pupils with disabilities.</p> <p>To ensure access needs of parents/carers' are taken into account for all school events</p>	<p>Site Manager</p> <p>HT/Inclusion Team</p> <p>Class Teacher</p> <p>Class teacher I</p> <p>Site Manager</p>	<p>Spring Term 2015</p>	<p>Budget</p>	
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Priority	Action	By Whom?	By When?	What Resources may be Needed?	Monitoring and Evaluation
Provision of Information					
<ul style="list-style-type: none"> Revise admissions pack to include questions for parents of children with disability Ensure relevant information re pupils and parents with disabilities is passed on to new teachers at start of new academic year Continue with AFA meetings with parents Ensuring the availability of information to those with disabilities, is the same as that which is provided to parents/ pupils who do not have disabilities 	<p>New sheet to include any relevant information about difficulties of access, etc for parents.</p> <p>Information sheet to be included in Summer Term progress meetings</p> <p>Supply staff to cover for teachers for AFA meetings</p> <p>Ensure that pupils with disabilities have resources/ information sheets adapted to meet their needs e.g. the print of worksheet enlarged to meet the needs of pupils with visual impairment.</p> <ul style="list-style-type: none"> To ensure that information about the school is available in a variety of different ways, e.g. large print, on-line, etc. To ensure that pupils who find it difficult to copy from the board have alternative methods of accessing information 	<p>Inclusion leader/office</p> <p>Previous Teacher/Inclusion Team</p> <p>JB</p> <p>Inclusion Team/Class teacher</p> <p>Office staff/ICT</p>	<p>May 2014</p> <p>June 2014</p>	<p>Budget</p> <p>Training to enable teachers to change background colours and fonts</p>	<p>All information is available to all</p>