



Wylam First School

Disability Equality Scheme and Accessibility Plan

3 year period of plan January 2016 – January 2019

1. Vision , Values and Ethos

Wylam First School is committed to the principals of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people; pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability.

We will involve disabled people in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community even if this requires us to make specific arrangements that could be seen as favourable treatment.

Our school aims to provide a broad and balance curriculum in a happy, challenging environment where each pupil can develop to the maximum of their potential and feel valued as an individual who can contribute to the life of the school and the community in which they live.

We promote:

- Pupil self-confidence so that each pupil develops a sense of personal worth and is confident in their ability to succeed.
- Positive relationships to help pupils develop good relationships with others, based on mutual respect and consideration, and an understanding of, and a tolerance towards various races, religions and cultures
- co-operation - to develop the abilities of pupils to contribute as members of groups and recognise their responsibilities
- self-discipline – so that pupils understand the need for high standards of behaviour and develop responsibility for their treatment of people and property

2. The Legal Context

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.

This plan sets out the proposals of the Governing Body of Wylam First 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. The school aims to be more proactive in our approach to promoting equality and eliminating discrimination.

The school defines a disabled person in-line with the definition in the Disability Discrimination Act 1995 (DDA):

“ a person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on her or his ability to carry out normal day to day activities”

This definition covers a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and ADHD. These will be seen as a disability if the person's ability to carry out normal day-to-day activities is affected. (see Appendix D for a list of impairments that affect normal day-to-day activities).

3. Involvement of pupils, staff, parents/carers, governors and service providers

The responsibility for implementing this policy is taken by the governing body of the school. When writing our original plan and when reviewing this update we have invited parents, staff and governors who wish to represent the views of disabled people to be part of a working group whose views will be considered and incorporated into our policy. This group consists of Mrs Johnston (Headteacher), Mrs Cooper-Davies (SENCO), Mrs Lynne Clarke (SEN governor) and others who replied to the invitation to be a part of the group.

We have also used pupil and parent statements from our annual review of pupil statements to inform our scheme. Through respectful relationships with our disabled pupils we acknowledge their feelings and respond to their views. (See Appendix B)

Where we have disabled staff, parents/carers and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may require us to make reasonable adjustments.

We will seek to record the views of external agencies, voluntary groups and services we procure to inform our disability scheme and make any necessary reasonable adjustments.

A report identifying priorities for school action will be part of our health and safety report (completed by governors annually).

4. Information gathering in relation to recruitment, development and retention of disabled employees

Wylam First School will follow the local authority guidance on the collection of information on disabled employees and the recruitment of new staff. The local authority human resources database has a record of those staff that have indicated that they have a disability. Other information in school will be analysed to ensure that there is no discriminatory practice and will take into account the following; seniority, TLR payments, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff that voluntarily provide information will be assured that it is used confidentially to inform working practice and conditions.

5. The educational opportunities available to disabled pupils

The school maintains data on all pupils' attainment and achievement, this system will provide specific information on pupil disability. Pupils with a disability will be register on our special needs list and any previous information from previous schools/EY providers will be transferred to ensure that we are aware of any pupils' particular needs. We aim to provide access to a broad and balanced curriculum for all pupils. Further details are available our SEND, Inclusion and Admission policies.

In order that pupils have full access to the curriculum the school will prioritise aspects of the school Accessibility Plan so that pupils with a disability are ensured greater participation in the curriculum.

Consideration will be given to the management of pupils with medical needs and their care plans to access the curriculum. (See policy on Children with Medical Needs).

The following questions are those that we use to identify priorities:

- Are there areas of the curriculum to which disabled pupils have no access?
- Are pupils fully participating in extra-curricular activities?
- How are we addressing those areas of the school building that are not accessible to disabled pupils, staff or others?
- What forms of communication can we provide for pupils and adults?
- Does our written information support access to the curriculum and information about our school?
- Are we monitoring policies and practice? E.g. administration of medicines, CDP on inclusion, reviewing incidents that may affect disabled pupils (theatre/sporting visits)

Further questions are in Appendices C and E

6. Impact, review and reporting

The scheme will be monitored by the governing body and reviewed annually with the SEND policy, Inclusion policy and Accessibility Plan.

The review will cover:

- Information on attainment and achievement of those pupils with a disability
- Current pupils, staffing and others who are registered with a disability
- A record of the progress made against the Accessibility Plan
- Adjustments that are to be considered in the school SEN policy which would cover staffing and provision
- Priorities that would be included in the SDP

Accessibility Plan and Disability, Equality Scheme Activities

Activities	Resources	Date to be achieved by	Responsibility	Outcomes
1. Leading and monitoring the disability equality scheme				
Review linked school policies and plans to ensure that our vision and value statements are explicit within them	Staff Meetings, Governing body meetings	Ongoing	Governing body, Headteacher, school admin., all staff	All policies reflect school's vision and values and will be relevant and current.
To ensure that accessibility and disability plan is part of HT report to governors		From Spring term 2016 full governors meetings	Headteacher	Governors will be well informed of progress and any areas of weakness
Establish a disability working group to ascertain the views of disabled people or carers of disabled people	Letters inviting stakeholders to be part of group. Working group	Summer term 2106	Governing body/Headteacher	Group established. Will identify key actions and promote greater involvement in school life
Review and update Accessibility plan	Previous plan, examples of good practice, meeting with staff and parents	Spring term 2016	Governing body/Headteacher	Review carried out and new plan produced
Monitor and review Disability Equality Scheme on an annual basis	Working group meeting Staff meeting Governing body meeting	Spring term annually	Governing body/Headteacher	Review carried out annually
Create accurate database of pupils, staff and parents/carers with identified disabilities	Staff meeting Update SIMS	Ongoing Check each September	School admin.	Database accurate as possible
Ensure staff are able to meet identified needs	CPD arranged as needed	ongoing	Headteacher	All staff can meet the needs of children in their class.
Review PSHE curriculum to include work on understanding disability and developing positive relationships with disabled people	Working party Staff meeting School council	Action point in next SDP Autumn 2016	Headteacher	All staff and children understand the importance of positive relationships with disabled people

2. Promoting Curriculum access for disabled pupils				
School visits (including residential) are made accessible to all pupils irrespective of attainment and impairment	Risk assessments Evolve Pre-visits by staff	ongoing	Governing body/Headteacher Teaching staff	All children access visits and residential trips
Pupils with disabilities are enabled to take part in music, drama and physical activity	All activities are accessible with adequate support for individuals Risk assessments	ongoing	Governing body/Headteacher Teaching staff	All children able to access activities
Pupils with disabilities can access the curriculum with quality resources to aid and scaffold their learning	SENDCO advice Resources as identified	ongoing	SENDCO All staff	Pupils with disabilities can access all learning and make good progress from their starting points
Working regularly with external agencies to ensure that the children are receiving any additional help or resources required.	Various external agencies i.e. speech therapists, nurses, educational psychologists	ongoing	Teachers Headteacher External Agencies	Pupils with disabilities can access all learning and make good progress from their starting points
3. Improving the quality of information for about disabled pupils and adults				
Provide information in a variety of ways and formats so that it is accessible to as many as possible. E.g. large print, electronically, braille, colour blind friendly	Needs identified with individuals (parents and pupils)	ongoing	Governing body/Headteacher Teaching staff	Access to information is available to as many as possible Information on school website
4. Improving the physical environment of the school and its services				
Ensure that pupils in wheelchairs or with other physical needs can move around school without experiencing barriers	Keep ramps clear and gritted in winter. Ensure classrooms have clear access between different areas and that there is easy access to disabled toilet.	ongoing	Site manager, Headteacher, all staff	All pupils can access the building, move around school safely and access toilet facilities.
Be aware of the needs of colour blind children and ensure that consideration is given when planning displays or signage within the school environment	Work with Colour blind awareness to raise staff knowledge.	ongoing	All staff	Colour blind pupils have the same opportunities as others

Appendix B

Additional Questions for Pupils Survey

Question	Comment
<p>1. You have additional support that takes you out of the classroom at times.</p> <ul style="list-style-type: none">• How do you feel about this?• Do you think you miss much that has gone on in class?• Do you think you are learning better this way?• How might we do things better?	
<p>2. Are there things in school you would like to do but don't get the chance to because it is hard to access them?</p> <ul style="list-style-type: none">• What are they and why is it hard?• What can we do to help?	
<p>3. Have you had any problems getting around the school or the playground?</p> <ul style="list-style-type: none">• Where were they?• What might help you?	
<p>4. Do you have any special equipment to help you in your lessons?</p> <ul style="list-style-type: none">• How does that make you feel?• Is it sometimes difficult to use them?	
<p>5. Is there any way your lessons could be improved so that you can learn more easily?</p> <ul style="list-style-type: none">• Can you always understand what you have to do?• Can you go on school trips?• Do you always join in outdoor activities?• Does the colour of things make the work difficult to do or understand?	

Appendix C

The Disability Equality Duty and the Governing Body (GB)

Questions the governors may want to ask itself as the responsible body for the school

1. Duties to disabled pupils, staff and parents/carers			
	Yes	No	Evidence
Does the GB receive reports on how the school is meeting its duties in relation to <ul style="list-style-type: none"> • Disabled pupils • Disabled staff • Disabled parents/carers, governors, other people who use the school 			
2. Disability equality duty: General duty			
Does the GB have regard to the need to: <ul style="list-style-type: none"> • Promote equality of opportunity • Eliminate disability discrimination • 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 			
3. Disability equality duty: Specific duty			
Does the school have a disability equality scheme?			
Did the school involve disabled people (staff, pupils, parents) in the development of the scheme?			
Does the school's scheme show: <ul style="list-style-type: none"> • How disabled people have been involved? • How information is gathered on the effect of the school's policies on: recruitment and retention, opportunities for achievement of disabled pupils? • How the school assesses the impact of policies? • The steps it is going to take to meet the general duty (the school's action plan)? 			

<ul style="list-style-type: none"> • How information will be used to support the review of the action plan and inform subsequent schemes? 			
4. Review – dis the school implement the actions within three years?			
Does the GB: <ul style="list-style-type: none"> • Report on the scheme annually? • Review and revise the scheme every three years? 			

Appendix D

The DDA Definition of Disability

The DDA defines a disabled person as someone who has:

“ a person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on her or his ability to carry out normal day to day activities”

Definition of these terms:

- A physical impairment including sensory impairment
- Mental impairment includes learning difficulties and impairment resulting from, or consisting of, mental illness
- ‘Substantial’ means more than minor or trivial: and long term is defined as 12 months or more

Things that would affect day-to-day activities:

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

Appendix E

Questions to support Accessibility Plan

Identifying Barriers to Learning – Curriculum

1. **Are teachers and support staff receiving training to teach and support disabled children?**
2. Are classrooms optimally organised for disabled children?
3. Do lessons provide opportunities for all pupils to achieve?
4. Are lessons responsive to pupil diversity?
5. Do lessons involve work to be done by individuals, pairs, groups and the whole class?
6. Are all pupils encouraged to take part in music, drama and physical activities?
7. Do staff recognise and allow for the mental effort expended by able and disabled pupils, for example using lip reading?
8. Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some forms of exercise in PE
9. Do staff allow for the additional time required by some disabled pupils to use equipment in practical tasks?
10. Is there access to appropriate computer technology for pupils with disabilities?
11. Are school visits made accessible to all pupils irrespective of attainment or impairment?
12. Are there high expectations of all pupils?
13. Do staff seek to remove barriers to learning and participation?

Identifying Barriers to Learning – Premises

1. Does the size and layout of areas – including academic, sporting, classrooms, play, assembly hall, dining area and playgrounds allow access for all pupils and members of staff?
2. Can pupils who use wheelchairs move around the school without experiencing barriers to access e.g. steps, stairs, narrow doorways?
3. Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?
4. Are emergency and evacuation systems set up to inform all pupils, including those with SEN and disability: including alarms with both visual and auditory components?
5. Are non-visual guides used to assist people to use the building i.e. lifts with tactile buttons?
6. Could any of the signage or décor be considered confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

7. Are areas to which pupils have access well lit?
8. Are steps made to reduce background noise for hearing impaired pupils?
9. Is furniture and equipment in school adjusted and located appropriately for disabled pupils?
10. Is there a disabled toilet correctly installed and accessible?

Identifying Barriers to Learning – Personnel, Governors and Parents/Carers

1. Are teachers, administrators and support staff aware of the implications for them of the Disability Discrimination Act?
2. Does the school provide information in simple language, symbols, large print, audio tape or Braille for families and pupils who have difficulty with printed information?
3. Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities?
4. Does the school have facilities such as ICT to produce written information in different formats?
5. Are staff familiar with technology and practices developed to assist people with disabilities?
6. Are pre-school home visits used effectively to plan ahead for pupils with disability?
7. Do staff have access to training?
8. Do policies reflect the school's aims?