

	POLICIES AND PROCEDURES Disability Equality Policy & Accessibility plan	
	DATE AGREED BY GOV'S;	Autumn 2017 PREMISES COMMITTEE
	DATE AGREED BY FULL GOV BODY;	Spring 2018
	REVISION DATE;	Autumn 2020
STATEMENT FOR EQUALITY; Manor Park Primary School is committed to gender, racial, religious and disability equality in every part of school life.		

Introduction

At Manor Park Primary School we conform and have due regard to The Equality Act 2010 and The SEN and Disability Code of Practice 2015 which sets out the legal obligations that schools have towards disabled children and young people.

Since September 2002 it has been unlawful for schools and Local Education Authorities (LEA's) to discriminate pupils with disabilities in their admissions exclusions, education and associated services.

Under The Equality Act 2010, planning duties have required local authorities and schools to develop accessibility strategies and plans, respectively, to improve access to school education for pupils with disabilities. Consequently, the Governing Body of Manor Park Primary School must meet its duty to publish its Disability Equality Scheme Accessibility Plan and Action Plan by performing its 3 key duties towards pupils with disabilities as follows;

(i) Not to treat pupils with disabilities less favourably for a reason related to their disability

(ii) To make reasonable adjustments for pupils with disabilities so that they are not at a substantial disadvantage

(iii) To plan to increase access to education for pupils with disabilities

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with disabilities in the 3 areas required by the planning duties in the DDA;

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Manor Park Primary School's Accessibility Plan will be resourced, implemented, reviewed and revised as necessary and reported on annually. The school's Accessibility Plan will be reviewed in conjunction with the school's Disability Equality Scheme Action Plan which highlights a number of key actions showing how the school will address the priorities identified in the plan. Priorities identified in the Manor Park Primary

School Accessibility Plan will be considered against other high priorities when deciding how to invest Devolved Formula Capital.

Statutory Responsibilities

Since April 2003 Schools are required to have in place a 3-year action plan for:

- 1) Increasing access for disabled pupils to the school curriculum
- 2) Improving access to the physical environment of the school
- 3) Improving the delivery of accessible information to disabled pupils

This Plan complements and will be incorporated further into future revisions of the school's SEN and Equal Opportunity policies and the school's Strategic Development Plan.

Manor Park Primary School will work with private providers who might provide breakfast/afterschools clubs to ensure that contracts cover issues addressed in The Disability Discrimination Act. In such circumstances, the private providers will hold responsibility to ensure that no discrimination occurs.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has **a substantial and long-term adverse affect** in his /her ability to carry out normal day –to-day activities.

Disability covers physical disabilities, sensory impairments, mental impairments including hidden impairments e.g. *sight and hearing and learning disabilities including dyslexia, autism, speech and language impairments, diabetes, epilepsy, mental illness, mental health problems, cancer(even in remission and including adults)*

The Equality Act 2010 protects people with disabilities. The Act sets out the circumstances in which a person is 'disabled'. The Act states an individual is disabled if he/she has;

(i) A mental or physical impairment

(ii) This had had an adverse effect on his/her ability to carry out normal day to day activities

(iii) The adverse effect is substantial and/or long term(it has lasted for 12 months or it is likely to last for more than 12 months or for the rest of his/her life)

There are some special provisions, for example:

If the individual's disability has badly affected his/her ability to carry out normal day to day activities, but doesn't anymore, it will still be considered as having that effect if it is likely to do so again.

If the individual has a progressive condition such as HIV or Multiple Sclerosis or Arthritis and it will badly affect the individual's ability to carry out normal day to day activities in the future, it will be treated as having a bad effect on the individual now.

Past disabilities are also covered.

'Normal Day to Day Activities'

At least one of these areas must be affected:

- (i) mobility
- (ii) manual dexterity
- (iii) physical Co-ordination
- (iv) continence
- (v) ability to lift, carry or move everyday objects
- (vi) speech, hearing or eyesight
- (vii) memory or ability to concentrate, learn and understand
- (viii) understanding of the risk of physical danger

Scope of the Plan

Manor Park Primary School will fulfil its duty to make reasonable adjustments when

- (i) a pupil is on the school roll and following an assessment a barrier is revealed
- (ii) a child first arrives at the school
- (iii) a pupil is offered a place at the school

Manor Park Primary School aims to include all pupils, including those with disabilities in the full life of the school. Our strategies to do this will include

1. Having high expectations of all pupils
2. Finding ways in which all pupils can take part in the full curriculum including sport, music and drama.
3. Planning out of school activities including school trips and excursions so that pupils with disabilities can participate.
4. Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly. Whilst considering whether the child's needs can be fully met.
5. Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
6. Raising awareness of disability amongst school staff (teaching and non teaching) through a programme of training.
7. By providing written information for pupils with disabilities in a form which is user friendly.
8. By using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
9. By examining our library and reading books to ensure that there are examples of positive images of disabled people

The General Duty

At Manor Park, we will endeavour to exercise The General Duty which places a duty on all public authorities, when carrying out their functions, to have due regard to the need to

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitude towards people with disabilities
- Encourage the participation of people with disabilities
- Take steps to take account of the disabilities of those even where that involves more favourable treatment

It is recognised that The Equality Act and The SEND code of practice will have an impact on other policies within the school e.g. Behavioural Policy i.e. a child with autism may wish to approach a particular teacher.

The Governing Body will actively seek to attract Governors with disabilities to promote positive attitudes towards people with disabilities. Additionally the Governing Body will ensure that the environment of the school is user friendly to any School Governor with a disability.

The Specific Duty

At Manor Primary School, The Specific Duty will involve the production of a Disability Equality Scheme which will look to involve people with disabilities in it's development.

The Disability Equality Scheme will be formulated following a review of the numbers of pupils, teachers, governors and visitors with disabilities who access the school.

The Action Plan will incorporate an element of the curriculum which involves teaching and learning about disabilities.

Attention will be given to the lay out of the buildings within the school which will allow equal access for people of all abilities.

Keeping Disability Confidential

A parent or guardian can ask the school to keep confidential the nature or existence of their child's disability. Requests for confidentiality may also come from a child. When a child requests confidentiality, Manor Park Primary School should take the request into account if it reasonably believes that the child understands what he/she is asking and what the effects of the request will be. Under the Reasonable Adjustment duty, the Equality Act permits Manor Park Primary School to take into account any confidential requests that may have been received. If a parent/guardian or pupil requests confidentiality then the nature of the particular steps to be taken for that pupil may be modified to take this request into account.

A request for confidentiality may limit what Manor Park Primary School may be able to do in making reasonable adjustments.

If the school may have concerns about the impact of a confidential request, this will need to be explained to the pupil and the parent/guardian.

When a parent/guardian or pupil who understands the impact of the confidential request, remains opposed to the sharing of relevant information about the disability, the school will need to explore any possible alternative steps that might be taken to minimise any disadvantage to the pupil.

Reasonable Adjustments

- The following may constitute a reasonable adjustment
- Choosing an accessible venue for a school trip
- Playing football with a sounding ball
- Swapping around classroom accommodation with consideration of space and size of pupils
- Setting up a Buddy Scheme
- Planning lessons so that all pupils make progress

Special Educational Needs (SEN)

Children have SEN if they have cause for special educational provision to be made for them:

They have a learning difficulty if they;

- (i) have a significant greater difficulty in learning than the majority of children of the same age
- (ii) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.
- (iii) are under compulsory school age and fall within the above.

What is not counted as a disability?

Certain conditions are not considered as impairments under the Disability Discrimination Act as follows;

- (i) lifestyle choices such as tattoos and non medical piercing
- (ii) tendency to steal, set fires and physical or sexual abuse of others
- (iii) exhibitionism and Voyeurism
- (iv) hay fever, if it doesn't aggravate the effects of an existing condition
- (v) addiction to or a dependency on alcohol, nicotine or any other substance, other than the substance being medically prescribed.

Actions to ensure equality for pupils with disabilities:

1. We shall undertake a disability audit using pupil information, staff information, grounds and buildings consideration.
2. As a result of the audit, we shall:
 - I. Add to the action plan specific needs which include actions
 - II. make the policy and targets known to all staff, pupils and parents
 - III. monitor the success of the plan
 - IV. review the plan regular
3. The Manor Park Primary School Governing Body will note the outcomes of SEN pupils and pupils with disabilities in the FS profile, KS1 and tests and ensure that actions are put into place where improvements are necessary.
4. Manor Park Primary School will review the action plan regularly.

Monitoring

Manor Park Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. (Essentials are in bold type)
We will monitor (select):

	To put in HT report
 Admissions	
 Attainment	
 Attendance	
 Exclusions	
 SEN Register	
 Extra-curricular activities	
 Gifted and able register	
 Selection & recruitment of staff	
 Governing body representation	

Schools are required to report annually on their accessibility plans. The policy and plan are available on request for parents at the office and are on Fronter. Also yearly updates are available in the prospectus.

Other related school policies

Equality for disabled pupils is included as part of our commitment in the school brochure and as a heading focus in all policies. **STATEMENT FOR EQUALITY**; Manor Park Primary School is committed to gender, racial, religious and disability equality in every part of school life.

Publications for Guidance

Accessible Schools: Planning to increase access to schools for disabled pupils

Issued to all schools in June 2002
(DfES Publications)

The Equality Act 2010
Schools Disability Code of Practice

DfES Publications
Disability Rights Commission (DRC)

SEN Code of Practice 2015

DfES

DfES Guidance on Inclusive Schooling

DfES

National Curriculum 2000 Inclusion Statement

DfES

DfEE: Access for disabled people to school buildings
(BB91)

The Stationary Office

Useful telephone numbers:

Disability Rights Commission 0207 828 7022

DRC Helpline 0845 622 633

DfES Publications 0845 60 222 60

Ofsted Publications 020 7510 0180

QCA 021 8867 3333

On request at the office: This Plan is also available in the following formats: large print (as are all policies)

ACCESSIBILITY PLAN: Increase access for disabled pupils to the school curriculum

Strategy	How	Staff	Responsibility	Finance	2014-2017
<p>Provide training to all staff to support the understanding of the educational implications of different disabilities and the management of particular health needs in the classroom.</p>	<ul style="list-style-type: none"> - Training for staff - Use LEA governor training package. - Use LEA Support Services - Use LEA website. - Hold regular meetings/link with other schools to disseminate good practice, share information/expertise - Visits to other schools - Yearly programme of disability assemblies 	<p>SMT/SENCO</p>	<p>All staff feel confident in their skills/knowledge/ability to support the needs of disabled pupils.</p> <p>Governors fully understand the issues and are able to support the school in its endeavours.</p> <p>Disabled pupils and parents feel fully supported and satisfied with the provisions made for them.</p>	<p>School's identified Training budget</p>	<ul style="list-style-type: none"> ◆ Dyslexia training for all staff 2015 ◆ Disability assemblies built into yearly programme – Paralympians 2015, living with prosthetics 2016 and ASD 2016 ◆ Training for all staff on new SEND code of practice 2015 ◆ Governor meeting on new SEND code of practice 2015 and 2017 ◆ Staff meetings on SEN ◆ New Code of Practice and Provision Maps 2015 ◆ Supporting SEN pupils with Memory Difficulties Nov 2016 ◆ Supporting needs of children March 17 ◆ Differentiation May 2017, ◆ Setting Smart Targets July 2017, ◆ Accountability and differentiation Nov 2017 ◆ ASD service working with parents 2016-17 ◆ Observations and advice through ASD service 2016-17 ◆ Visits to Glenthorne High ASD base and Stanley Park High base by SENCO and HT 2017 ◆ Sign along training for all Early Years Staff and Senior Nurture TA 2016-17
<p>2017-2020 Actions</p> <ul style="list-style-type: none"> - SENCO to set up training for staff on all disabilities yearly - SENCO to add to Inclusion leader checklist disability access actions (termly) - SEN training for new staff Autumn terms - Disability assemblies for yearly programme – Paralympians, living with prosthetics and ASD year - Report to Governors on SEN in HT report and on Governors day - SEN training identified by SENCO and SL for individual staff - Sign along training for all Early Years Staff year 					

- SEN procedure revised and SENCo/SL to support EHCP provision maps with CT
- SENCo to ask SEN children what else would help them learn?
- SENCo to include in SEN report for HT and add to Inclusion checklist monitoring of;
 - Admissions
 - Attainment
 - Attendance
 - Exclusions
 - SEN Register
 - Extra-curricular activities
 - Gifted and able register
 - Selection & recruitment of staff
 - Governing body representation

Continue to use assessment data to support the monitoring of pupils with SEN and/or disabilities.	<ul style="list-style-type: none"> - Use tracking system - HT to include monitoring in HT report including analysis of Raise on Line and Foundation profile results with regard to disabilities - 	SMT/SENCO	<p>Assessment data is used confidently by all teachers to support the teaching/target setting of disabled pupils.</p> <p>SATs results for disabled pupils are in line with national trends.</p>	Assessment budget	<p>2014-2017</p> <p>ROL: Overall SEN and disabilities monitored – SEN support made excellent progress in Reading and Maths were broadly in line with non SEN</p> <p>Rapid progress proportions were stronger for SEN than for national (all) in reading and Maths – suggesting that provision in reading and Maths for SEN support pupils was highly effective</p> <p>SEN support did not make similar progress compared to non SEN in writing at expected although 4/8 made expected progress.</p> <ul style="list-style-type: none"> ◆ ASP analysed 2017 and focus areas agreed for SEN in SLM ● ROL 2016: SEN and disabilities not identified in SDP as a group to improve ● SL meeting with individual teachers in termly tracking meetings and setting challenging targets
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2017-2020 Actions

- Identify yearly and SEN focus groups: ASP 2017: KS2 SEN progress writing identified as a group to improve in SDP
- SENCo to complete Inclusion checklist and analyse data and present to SLM and Governors
- SL meeting with individual teachers in termly tracking meetings and setting challenging targets
- SENCO meetings with all EHCP teachers termly to discuss pupils and individual needs as well as SEN who are more significant or to support if required.

To ensure the linked curriculum has an element which involves teaching and learning about disabilities.	- HT/SENCO to review curriculum in SMT and add elementv	SENCO/SMT	Linked curriculum updated with element of the curriculum which involves teaching and learning about disabilities.	None	<ul style="list-style-type: none"> • Teaching and learning about disabilities incorporated into curriculum, PSHCE, P4C- • Yearly programme of assemblies in place • RA in place for individual children for residential- meetings parents/staff/SENCO • RA in place for individual children with a disability if required
<p>2017-2020 Actions</p> <ul style="list-style-type: none"> -Yearly programme of assemblies in place (Inclusion leader checklist) - SENCO to evaluate curriculum disability additions - RA in place for individual children for residential- meetings parents/staff/SENCO (check on Inclusion leader checklist) - RA in place for individual children with a disability if required 					
To ensure all libraries have books to ensure that there are examples of positive images of disabled people	<ul style="list-style-type: none"> - SENCO to purchase books for classes and library - Staff meeting on positive images and using them 	SENCO	Books purchased Staff meeting completed		<ul style="list-style-type: none"> • Books purchased 2016-17 in Library and classes to support disability • Books purchased on specific issues affecting MP children E.G ADHD,ASD 2016-17 • Books lent to parents to support at home • Librarian considering positive images of disabled people when re stocking the library
<p>2017-2020 Actions</p> <ul style="list-style-type: none"> - Books lent to parents to support at home - Librarian considering positive images of disabled people when re stocking the library - SENCO to get some posters to put around the school with positive images of disabled people 					

ACCESSIBILITY PLAN: Improve access to the physical environment of the School

Strategy	How	Staff	Success Criteria	2014-2017
To plan and provide for the immediate needs of current and future pupils.	Complete audit and prioritise actions	SMT/SENCO	Accessibility to the school is maximised	<ul style="list-style-type: none"> • New Signage 2016 • Hearing units used in some classes rented • Visitors are made aware of disability parking close to school before their visit • Space in car park reserved for disabled parking as required • Access to disabled WC widened • New disabled WC in lobby • Fire evacuation drill held once a month and effectiveness monitored • Outer doors installed with lower buttons for wheelchair uses • Automated doors installed • Colour contrast added to gates and buttons for visually impaired • Contrast strips added to steps • Area re-surfaced between Nursery and Reception • Accessibility audit undertaken 2017 and actions taken; • New main entrance automatic door Sep 2016 • Two downstairs halls now available for step free use • Staff can access step free from the pavement in Greyhound Road. Alternative provision for a staff area would be provided for any person not able to access the staff room. • Access to disabled WC repositioned, widened and latch removed to enable user by wheelchair uses. Sep 2016
Continue to consider a lift for disabled access KS2	- continue to look for charity bids to support paying for a lift and disabled access	Bursar/SL	Charity bids tried for	
To consider in H&S meeting access to the building with respect to DDA	- Look at DfEE: Access for disabled people to school buildings (BB91) and consider ideas to implement. -	HT/Bursar/Site Manager	Improvements made on premises.	

2017-2020 Actions

- Improve access to reception block WC - contrast grab rail and make door lock, heavy door.
- Assess the pressure required to open the doors throughout the site and take required action as needed.
- School to get quotes for induction loop for main hall and reception area 2017-18
- School to purchase portable digital radio aid - £1300 - from SEN budget 2017-18
- Review external posts that are not padded and no contrast markings
- Website -Investigate use of synthetic speech or Braille displays, written explanations for visual or audio content. Text and graphics without use of colour.
- Review signage to indicate where the toilets are located.
- Review signage to state that school information can be provided in accessible formats on request.

ACCESSIBILITY PLAN: Improve the delivery of written information to disabled pupils

Strategy	How	Staff	Success Criteria	Finance	2014-2017
Increase the availability of information to parents/pupils in different formats.	- Undertake surveys on disability equality issues ensuring that the responses and suggestions of all parents/guardians of pupils with SEN and disabilities are given consideration	SMT/SENCO	School can provide written information in alternative formats e.g. pictorially, orally, lip speaking etc, within a reasonable time. Needs of disabled pupils/parents met.	School's resources budget	<ul style="list-style-type: none"> ◆ Nurse consulted for children and added strategies to medical plans ◆ Visually Impaired team consulted and larger print text used for child in lessons ◆ Meetings held at homes when parent unable to come into school due to a disability ◆ Individual parent evening meeting held with staff member present who can translate (where possible) ◆ Radio aid used for children with hearing aids if advised by the Sensory Impairment Service.
To translate the policy into large text and audio Extend to all policies	- To look into how to do this	Bursar	Disability Equality policy translated.	Pay for translation? £300	<p>2014-2017</p> <ul style="list-style-type: none"> ● All policies can be provided in large print on request ● Website has option of using Google Translate for all policies.
<p>2017-2020 Actions</p> <ul style="list-style-type: none"> - SENCo to look into possible audio on website - SENCo to update website with positive images of disabilities - SENCo to lead and complete action arrangements for SATS (inclusion checklist) - SENCo to undertake a parental questionnaire to ask parents what they would like improved for information access 					