



Wellدون Park Primary School

High achievement takes place in the framework of high expectations

**Draft
Accessibility Equality Policy**

April 2017

Disability Equality Policy

Welldon Park Primary School

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Welcome to Welldon Park Primary School

At Welldon Park Primary School we aim to give your child every opportunity to develop their abilities to the full.

Aims

Here at Welldon Park Primary School we have a core set of aims which guide our values, ethos and approach to working with the pupils and families in our school community

Our School Mission and Values Statement

At Welldon Park Primary, we in *Striving Together to Success*. We aim to serve our community by providing an education of the highest quality for children. We work closely with all of our families to ensure that children's unique, individual talents are developed and celebrated.

Our School Values

Our school values are inspired by British Values:

OUR VALUES

- We listen to everyone**
- We follow the rules**
- We make our own choices**
- We respect everyone and everything**
- We celebrate our differences**

Our Vision for Welldon Park Primary

OUR VISION

We believe all learning should be purposeful, safe but challenging and we should have real life experiences!

We believe we can become world changers!

We believe in learning values, resilience and skills for whatever our future brings!

Striving Together To Success.

Current and planned activities

Welldon Park Primary School is committed to ensuring equality of education and opportunity for disabled children and adults. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in delivering or accessing our services. The achievement of disabled children and adults is monitored and we use this data to raise standards and ensure inclusive practice. We will make reasonable adjustments to make sure that our school environment is as accessible as possible.

At Welldon Park Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who access and deliver our services.

We celebrate our differences.

Statements of current and planned practice for staff and governors

Information will be collected on disability with regards to both children and adults from April 2008. Data will be collected and analysed in September each year. The information gathered will be used to improve the provision of our services and to ensure equality of opportunity.

Achievement will be monitored by ensuring that the attainment and progress of each child with a disability is monitored against the average progress and attainment of children in our school. If our assessment suggests that disability is affecting children's progress, additional targets will be set and individual learning plans will be developed. These sometimes take the form of Personal Support Plans, Personal Education Plans, School Special Educational Needs Support Plans and statutory EHCPs. The career development, performance and well-being of disabled members of staff will be reviewed during the year as part of the annual Performance Management Cycle and more frequently if necessary. If disability is adversely affecting staff, reasonable steps will be taken to address the affects and support the member of staff.

Participation of disabled children and adults in the life of our school is important. This will be demonstrated as follows:

- The governing body will encourage and facilitate the inclusion of disabled adults in its main body and committees. They will consider any points of concern/enquiry in the AOB section of a Governing Body meeting and this will be followed up by the appropriate committee.
- School events (open days, outings) will be fully inclusive. Attendance of disabled children and adults will be monitored.

Bullying and harassment of disabled children and adults is monitored by:

- Asking all staff in well-being interviews/written evaluations if they feel they are being 'bullied' or harassed in any way on an annual basis. Responding to any points of concern raised by colleagues or to line managers on an as and when basis and acting swiftly to resolve any concerns
- Asking adults accessing our services if they feel that they or their children have been 'bullied' or harassed in any way on a spot check basis, and/or as part of consultation meetings. Implementing actions to resolve any shortcomings in desired standards
- Reporting the findings to the governing body and incorporating action into the school improvement plan

Disability is portrayed positively in children's books, displays and discussions such as circle time and in adult learning activities.

Annual events such as Anti Bullying week/Disability Awareness Week will be used to promote the rights of disabled people in displays, and within the curriculum.

The environment is as accessible as possible to children and adults. Open days and other events which parents or carers attend held in an accessible part of School. The school's accessibility plan shows how improvements will be made to the environment.

Information will be made available to adults in formats which are accessible if required. For example a parent may request a personal appointment where the newsletter is read and discussed with them and/or read to them over the telephone.

Elections for parent governors are open to candidates and voters who are disabled.

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools and early years settings, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools and early years settings.

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of the life of Welldon Park Primary School are monitored to identify whether there is an adverse impact on children and adults with disabilities. The following will be monitored:

- Achievement of children by disability (SEND).
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys including End of Term evaluations etc.)
- Access of disabled adults to school and their satisfaction with the services provided.

Contact with parents

When providing newsletters and information for parents and carers, schools and early years' settings should make this information available in an accessible format so that parents or carers, who may be, for example, visually impaired, can access the information.

In Welldon Park Primary School this is achieved by newsletters and other correspondence to parents/carers being available through request audibly by telephone. Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building. This is always the case for Welldon Park Primary School.

Hiring transport

Staff organising visits and journeys will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled children or adults.

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme/Policy.

Welldon Park Primary School has consulted with disabled children and adults in the development of our Disability Equality Scheme by:

- The annual collection of data on disability and accessibility
- Including children in discussions about their individual and personal learning plans
- Enquiring about disability issues on admission of new pupils and their families
- Making it clear to disabled families that they can request information at all times during the year, from the Head Teacher, Deputy Head Teacher and SENDCO to support their needs.

The school will also involve disabled pupils, staff and those using the school services on accessibility arrangements when planning building works or grounds improvements. Welldon Park Primary School commenced a large scale Building Development Project as part of the amalgamation of the former Infant and Junior School to one primary school from 2014 and extension to a three form entry status. This process adhered to the requirements of the Disability Equality Scheme.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, we have drawn up action plans that have improved accessibility for our stakeholders. We continue to draw up plans to ensure the requirements of the DDA 2005 will be met. This action plan will be shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

- Promoting equality of opportunity between disabled people and other people by:
 1. Increasing awareness of the ways in which parents of disabled children can help to support their learning, through regular reviews of individual learning and personal learning plans.
 2. Facilitating access to the School by supporting parents of young disabled children through the 'Support Services' provided by the school i.e. Head Teacher led meetings held for Year Groups at different points in the school year, meetings with the SENDCO, and Introduction to external support services other future projects and initiatives that are appropriate and would benefit families.

- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability by
 1. Monitoring incidents of harassment and bullying of disabled children, parents/carers and staff. Encouraging people to report and ensuring that the governing body is involved in taking appropriate action.

 2. Developing children's circle time and story time to investigate and address issues relating to disability and bullying with all pupils. Using the SEAL Programme through the PSHCE Curriculum as another vehicle for developing Equality and raising awareness about Disability issues amongst our school community and in society.

- Promoting positive attitudes towards disabled people by:
 1. Ensuring that the SENDCO co-ordinates the promotion of positive attitudes to disability through championing their views at informal and formal forums and advising on the purchase of learning materials.
 2. Celebrating and highlighting key events such as Learning Disability Week.

Ensuring that disabled children and adults are represented and encouraged to participate in school events, newsletters and our website.

The action plan

The action plan outline shows what will be achieved in 2017-2020 with regards to meeting the Disability Equality Duty. Actions for 2017-2018 will be evaluated in July 2018 by the governing body.

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Safety for all pupils & Staff around the school	Health & Safety Team to do safety checks with governors once a term. Daily site walk by Premises Manager. Report to Governing Body each term of any concerns, and agreements reached as how to address them.	Termly recorded and actioned	Termly	Head Teacher & Governing Body Safety committee. Further actions are led by key post holders as per items raised.	Summer 2017	On going
Accessibility around school	Any building works should take accessibility into account. (This is already the case at LA Level for all schools)	Improved accessibility	Termly or as planned works demand.	Head Teacher & Governing Body Premises committee	Spring 2016	On going
Promoting	Throug hall areas	Evidence	Yearly	Whole school,	One event	Ongoing

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
equality	of the curriculum. School Value - We celebrate our differences.	collected of events though the week		led by the Inclusion Manager	week chosen twice a year from Autumn 2017- Autumn 2018	annually
Improved information accessibility	Review of information available and action plan to improve	Impact of new information available	Yearly	HT, SLT and IT Technician	Autumn 2016	On going

NB Wheelchair Access - The school has wheelchair access to all of its common parts. The Wyvenhoe Site school building however requires Toilet/Wash Room facilities suitable for wheel chair access. This is been currently planned in liaison with the Local Authority as at April 2017 for completion in September 2018.

If you require any assistance, or further information please contact the school office on the Kingsley Site and/or request an appointment with the Head Teacher.

Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will be revised.

An annual report will be produced which outlines the progress of the Disability Equality Policy and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Governors, and the findings will be used to improve the Disability Equality Policy and feed into future practice.

For further information, please:

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