



# Annie Lennard School

## Disability Equality Scheme and Access Plan

2018-2021

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# **Annie Lennard Primary School**

## **Disability Equality Scheme and Access Plan**

### **Vision and Values: Our Disability Equality Scheme and approach to disability equality**

Our core values are built around providing a secure, collaborative, inclusive and purposeful learning culture and environment, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be.

### **Context – Why has this scheme been written?**

Our school has always recognised that we have a duty to promote disability equality and, through the publication of this Disability Equality Scheme, we intend to explain how we will make further changes to promote equal opportunities, tackle disability discrimination and ensure that all disabled pupils, parents/carers, staff and visitors participate fully in the life of the school community.

The Disability Discrimination Act 1995 (DDA 1995) and Special Educational Needs and Disability Act 2001 (SENDA 2001) imposed certain duties on schools: disability discrimination duties, planning duties and the Special Educational Needs framework. The new Disability Discrimination Act of 2005 takes this further and requires schools to be far more proactive in relation to disabled pupils and parents, staff and other adults with the publishing of a Disability Equality Scheme - a policy relating to disability issues accompanied by an Access Plan.

The Disability Equality Scheme and its accompanying three-year Access plan explains how we are doing this now, contains an evaluation of our existing practice (making full use of all available sources of data) and identifies areas where further improvements will be made to eliminate any inequalities (e.g. in achievement, participation, employment, opportunities etc) and foster full participation. The Access plan will be continually developed, monitored, evaluated and reviewed by working parties involving disabled people, as the DDA 2005 requires that disabled people (both adults and children) should play an intrinsic part in both writing of the scheme and monitoring its implementation.

### **Annie Lennard Disability Equality Scheme**

In this scheme, we outline how we can promote disability equality for all disabled pupils, staff, parents and other users of our school. We are proud of the diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

This Disability Equality Scheme should be read in conjunction with our other policies and statements which are designed to eliminate disability discrimination and promote inclusion and equal opportunities:

- Equal Opportunities statement
- Special Educational Needs policy / Inclusion policy
- Equality Policy
- English as an Additional Language policy
- Access Plan 2004
- Equal opportunities sections of all subject and aspect policies
- Anti-bullying statement
- Mission statement
- School aims

## **Our Aims**

These are:

- To ensure that we do not discriminate against anyone as explained in the Disability Discrimination Act 1995
- To not allow any form of discrimination of people with a disability
- To promote positive attitudes towards anyone living with a disability
- To remove any barriers which may discourage disabled people from playing a full part in our school life
- To encourage full participation by everyone in our school activities

The National Curriculum Inclusion Statement reminds us that we are required to follow three inclusive Principles (see Appendix for the three circles of inclusion)

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' 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 pupils.

## **Implementation**

Awareness of the content of this policy will be disseminated to all adults and children who use the school and every individual is responsible for its implementation.

Responsibility for specific actions is detailed in the Access plan, together with the expected timescale.

## **Definition of what is meant by the term 'disabled' in the context of the DDA 1995**

The Disability Discrimination Act (1995) 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 is broad and includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term. 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.

Further definitions and an illustration of the term 'disability' can be seen in appendices A, B and C (Is Tom Disabled?)

## **Our school**

### **Situational Analysis**

Our school is a one form entry mainstream primary school in Sandwell. The number on roll is currently 286 including 24% of pupil premium.

Sandwell is an inner urban authority with high levels of social deprivation. 20% of adult residents in Sandwell are not fully literate. Pupils come largely from public housing or ex public housing. The school is based in a large urban conurbation with Birmingham about 5 miles away. The local area is built up and offers few stimulating opportunities to young people. Most of our pupils come from the Bristnall and Smethwick Wards where the percentage of high class social housing is about half of the national average. By far our most significant group of pupils come from what the ACORN index calls struggling families. These are described as low-income families in semis, the unemployed or low income single parents.

Attainment on entry is generally below average and in some cases well below average (LA assessment and National Assessment).

The level of SEN is slightly above the national average (14%).

The ability of entry of pupils from minority ethnic backgrounds is similar to other pupils and so is their socioeconomic status.

A very high proportion enter school with low communication and language skills. Social skills are also poor. (Baseline data/Wellcomm language screening assessment).

The school building was constructed during the 1950's and consists of a large central hall with 10 classrooms. There is a dedicated library area, staffroom, staff toilets, admin office, Deputy Head Teacher, Family Support Worker office and Head Teacher office and caretaker room. The school is built on different levels. In 2014 an extension was built consisting of children toilets, 3 classrooms and an office. In 2017, the playground was improved with designated play areas and climbing frames for children, including a football cage, 2 climbing frames and a designated buddy area.

In September 2007, Ofsted observed that pupils make outstanding progress.

7 members of full time staff, the caretaker and all dinner staff are First Aid trained and the school has 2 SENCOs: 1 in charge of EYFS and KS1 and another in charge of KS2.

The school has an accessibility plan and has completed the following work:

- Floor markings
- Ramp to hall entrance
- Additional access opened through Early Years playground
- Disabled toilet facility
- Height adjustable changing bed in one disabled toilet
- Motorised wheel chair stair walker

### **Effective collection and use of data in developing the Disability Equality Scheme and Access Plan**

The data we collect and collate supports the school's self-review process, informs future planning through the identification of developing patterns and trends and will also be used to inform and help us to evaluate our Access Plan.

### **Creating a register of people with a disability**

➤ Our register is a list of pupils who have a disability as defined in the DDA 1995.

- Existing staff have the opportunity to disclose any disability to the Head Teacher in confidence and all new staff have this opportunity on application and following appointment.
- The collection and development of data showing disabilities of governors, parents/carers and other users of school will be ongoing.
- An analysis of pupil performance in KS1 and KS2 SATs (using school held and RaiseOnline data) will be used to look for trends and areas for improvement.

The full list is available in Appendix E (names have been removed for reasons of confidentiality)

## **Consultation**

It is essential that all users of our school have the opportunity to express their views and contribute their ideas as the best people to inform about where adjustments need to be made are those with disabilities

Representative of different groups within the school are invited to offer their ideas.

This includes:

- Being able to move around the building easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.
- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parents/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme (through training and awareness raising activities) so that staff and pupils are proactive in including disabled people in every aspect of school life.

## **Starting Points – Where we are now?**

### **School environment (buildings)**

Our school currently offers access to disabled users, over the last 4 years improvements have been made.

Our school is:

- Built on more than one level, there is a ramp which offers access to the reception area and access to the lower school site can be made through the Early Years playground.
- Possible obstacles are painted yellow to aid visually impaired users of the school.
- Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of our school.
- Mobility and access issues relating to the building need to be discussed at appropriate Governors' committee meetings.
- The playground has appropriate fencing put in place.
- New enlarged car park has a clearly marked disabled space. (2014)
- Access in school (stairs) we have a motorised chair that will climb and descend stairs, so access can be gained inside the building. (2012/13)
- 2 disabled toilets have been created; one has a motorised changing bed. (2012)

### **Curriculum Access**

- We are a fully inclusive school.
- Children are taught using a variety of learning and teaching methods as outlined in the National Curriculum Inclusion statement (see appendix B), with reference to the use of appropriate teaching strategies to enable us to meet the needs of visual, auditory and kinaesthetic learners.

- Children are given individual learning targets which are closely monitored and reviewed by staff to ensure that progress is being made.
- All staff incorporate a wide range of strategies for 'Assessment for Learning' into lessons.
- Individual Education Plans (IEPs) are written and reviewed on a termly basis, the Special Educational Needs register is kept up to date and our provision map includes details of intervention programmes and individualised programmes for pupils.
- Advice is sought from Inclusion Support, Behaviour Support, Educational Psychologist, school nurse, Speech and Language Therapist, CAMHS and many other outside agencies to inform staff of the best ways to provide 'reasonable adjustments,' and identify the best ways to meet the needs of every child.
- Analysis of Value Added figures help the school to evaluate the effectiveness of additional support sessions for pupils with specific learning needs.
- Appropriate fonts are chosen for use in worksheets to enable all children to access the written text (such as Comic Sans)

### **Home-School Communication**

- A phone call or face to face meeting is held with parents of children on the Special Educational Needs register before any written communication is sent out. There is always an offer made to explain reports sent home from outside agencies, with parents given the opportunity to meet with these agencies themselves with the Special Educational Needs Coordinator prior to, or following, work done with their children.
- Reviews of IEPs are held each term with parents of children with Special Educational Needs.
- Consultation evenings are held three times a year to enable parents to speak to teachers to discuss their child's progress. Written reports are made annually to parents, which include the Numeracy and Literacy levels at which their child is working.

### **Achievements of Disabled pupils**

- Disabled pupils are encouraged to participate fully in school life.
- We will do our best to encourage other disabled users of the school to become actively involved in the school community.

### **How do we intend to improve our practice?**

Our school aims to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustment' – to

- School environment
- Access to the curriculum and learning and teaching styles
- Communication

### **School environment**

#### **Building and grounds**

Improvements will be made to the building and grounds to comply with updated guidelines and any development will be done with consideration for disabled users.

#### **Learning and Teaching**

We continually make changes to try to improve everyone's learning.

- We will continue to monitor the progress of disabled pupils to ensure that their progress is in line with their abilities and seek to evaluate and improve our practice. If there is discrepancy here, we will seek to investigate, evaluate and improve our practices.

- Academic progress and value added figures will continue to be monitored.
- The levels of disabled pupils will be tracked closely.
- All pupils on SEN register will continue to be monitored closely and action taken to ensure they can access the curriculum at their level. This may be by receiving 1:1 or group support in specific areas.
- Children receiving extra support will all have their individual support targets monitored and reported back to parents or carers verbally.
- RAISE online and lesson observations by Leadership Team members will enable us to better track and analyse the achievement of all of our pupils.
- Planning by coordinators and teaching staff will identify the reasonable adjustments being made (incorporating appropriate differentiation to meet different learning needs and styles).
- School policy reviews will be ongoing.
- Anti-bullying policy and PSHE / Citizenship curriculum (Jigsaw) may need to be updated in the light of the Disability Equality Scheme.

### Communication

We will aim to use a variety of communication methods

- We aim to encourage an increase in the use of text reading facilities on the computer (such as the narrator function on email program).
- We will work towards a facility for parents to have newsletters emailed home. We now put newsletters and other important news onto our school website.
- We will aim to ensure the readability of all communications sent home.

The effectiveness of these adjustments will be monitored regularly and will include regular consultation with disabled users.

Feedback will come from

- Pupil committees
- Parent/carer questionnaire
- Whole staff consultation
- Governors
- All other users of the school

### Reviewing and Monitoring how we are Creating a School which is Welcoming and Inclusive

We intend to review the Access Plan annually at the appropriate Governors' committee meeting. We will use the information and data we have to evaluate how our actions have had a positive impact on the opportunities and outcomes for disabled pupils.

- Ideas will be discussed at staff meetings and Leadership Team meetings.
- Ideas will continue to be discussed with staff/interested parties and pupil committee meetings termly.
- The parent questionnaire which is sent home during the Spring Term will also feature questions relating to the implementation and evaluation of the Disability Equality Scheme. New YN and YR parents will also be given the opportunity to complete a similar questionnaire shortly after their child enters school in the Autumn Term.
- Findings will be coordinated by a member of the working party.

### Revising the Scheme

This scheme will be informed by continual review and the setting of new priorities on our Access Plan. We will always take account of disabled people's views and refer closely to the information and data that we collect within our school. The scheme and Access plan will be formally reviewed in Autumn 2021.

Parents, carers and users of our school can request a copy of our Disability Equality Scheme and Access Plan from the school office.

**Disability Equality Scheme**  
**Access Plan**  
**September 2017 – September 2021**

The Access Plan covers six key areas through which we aim to implement, monitor, evaluate and review our Disability Equality Scheme.

**Obtaining views to inform the DES and Awareness-raising with stakeholders**

<b>Action</b>	<b>Person responsible</b>	<b>Timescale</b>	<b>Outcome</b>
Direct contact with known disabled parents/carers and users of the school to obtain their views	HT	Ongoing	To obtain views and ensure that we are supporting adequately.
Obtain views of other disabled users of / visitors to the school	HT	Ongoing	To obtain views and ensure that we are supporting adequately.
Revise annual questionnaire to include access / disability issues	HT, SENCo	Yearly	To obtain views and ensure that we are supporting adequately.

**Use of data in developing, monitoring and evaluating Disability Equality Scheme**

<b>Action</b>	<b>Person responsible</b>	<b>Timescale</b>	<b>Outcome</b>
Compile register of disabled pupils, staff, parents/carers and other users of our school	SENCo	Ongoing (when needed)	To ensure that support is in place.
Analyse data from RaiseOnline to establish level of achievement of disabled pupils at KS1 and KS2	SENCo, HT	Ongoing (yearly)	To ensure that disabled pupils are meeting their potential.
Analyse attendance of disabled pupils	SENCo	Ongoing	To ensure that disabled pupils are meeting their potential.
Monitor exclusions of disabled pupils against exclusions of other groups of pupils	SENCo, HT	Ongoing	To ensure that disabled pupils are meeting their potential.

**Projects and Policies**

<b>Action</b>	<b>Person responsible</b>	<b>Timescale</b>	<b>Outcome</b>
Include aspects of disability equality in school assemblies	All staff	Throughout the year	To ensure that all pupils understand equality.

Review PSHE and Citizenship curriculum to ensure inclusion of awareness-raising of disability equality	Coordinator, reporting to HT	Ongoing- we are now doing jigsaw PSHE curriculum.	Children having a broad and balanced PSHE curriculum.
Create opportunities for teaching assistants to develop further expertise in particular areas of disability	HT/ SENCo	Ongoing- training ongoing throughout the year.	Staff skilled in specific areas of disability.
Investigate programmes to help children with EAL – removing barriers to their achievement	SENCo/ SALT	Ongoing- as and when is needed.	Staff able to support children with EAL/ SALT now in school to support with this.

### **Learning, teaching and access to the curriculum**

<b>Action</b>	<b>Person responsible</b>	<b>Timescale</b>	<b>Outcome</b>
Monitoring focus on inclusion and effective differentiation during core subject lesson observations	HT	Ongoing- learning walks (including governors).	All staff applying quality first teaching to their lessons.
Begin to make reasonable adjustments to subject planning	Subject coordinators, reporting to SENCo and HT, and all staff	Ongoing- all staff now allocated a subject.	All children having access to high quality lessons.
Investigate accessible ICT software and hardware	ICT coordinator SENCo	Ongoing- ICT Coordinator looking at resources that can be used.	All children accessing high quality lessons.
Enable all children to access school visits and other extra-curricular activities	All trip leaders	Ongoing	All children attending school trips.
Explore the possibility of using magnified computer screens, coloured backgrounds and text with suitable font and colour	ICT coordinator SENCo	Ongoing- as and when needed.	All children accessing the curriculum and making progress.

### **School Environment**

<b>Action</b>	<b>Person responsible</b>	<b>Timescale</b>	<b>Outcome</b>
Signage / access points to playground	HT	Ongoing-	Staff, pupils and parents able to access the school.

### **Communication**

<b>Action</b>	<b>Person responsible</b>	<b>Timescale</b>	<b>Outcome</b>
School newsletters to be available in email format to enable readers to use the narrator tool. Also published on school website	HT	Ongoing	Newsletters, curriculum maps and other news is published on school website.

## **Evaluation criteria**

- Completion of essential Disability Equality Scheme development tasks
- Better awareness of all members of the school and wider community, leading to greater enjoyment and achievement
- Disabled people will play a greater part in the life of our school.

## **Monitoring and Review**

This will be done on an annual basis.

## **Definition of Disability as written in the Disability Discrimination Act 1995**

### PART I

#### DISABILITY

*Meaning of  
'disability' and  
'disabled  
person*

1. – (1) Subject to the provisions of Schedule 1, a person has a disability for the purpose of this Act if he has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

(2) In this Act 'disabled person' means a person who has a disability.

*Past disabilities*

2. – (1) The provision of this Part and Part II and III apply in Relation to a person who has had a disability as they apply in relation to a person who has that disability.

(2) Those provisions are subject to the modification made by Schedule 2.

(3) Any regulations or order made under this Act may include provision with respect to person who have had a disability.

(4) In any proceedings under Part II or Part III of this Act, the question whether a person had a disability at a particular time ('the relevant time') shall be determined, for the purpose of this section, as if the provisions of, or made under, this Act in force when the act complained of was done had been in force at the relevant time.

(5) The relevant time may be a time before the passing of this Act.

### **Fuller Definition of Disability**

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 is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

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.

The effect on normal day-to-day activities is on **one or more of the following:**

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing and eyesight
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

## **Appendix B**

### **Types of disability (used for audit)**

<b>Type of Disability</b>	<b>Including</b>	<b>Notes</b>
Physical Impairment	Mobility difficulties, limb malformation, missing limb	
Sensory Impairment	Sight and Hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty including SpLD	Dyslexia, dyspraxia, ADHD, ASD, Obsessive compulsive Disorder	
Medical Condition	Diabetes, Arthritis, Cancer, Depression and many other conditions which require long term treatment	
Social, Emotional and Behavioural Difficulties	Behaviour and emotional differences which impact daily life	
Speech and Language	Development delay or physical difficulties leading to Sp & L extra needs.	

## **Appendix C : Illustration of disability**

Is Tom Disabled?

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?
  - Mobility: getting to/from school, moving about the school and/or going on school visits
  - Manual dexterity: holding pen pencil or book, using tools in design and technology , playing a musical instrument throwing and catching a ball.
  - Physical co-ordination: washing or dressing, taking part in games and PE.
  - Ability to lift, carry or otherwise move every day objects: carrying a full school bag or fairly heavy items
  - Continence: going to the toilet or controlling the need to go to the toilet
  - Speech: communication with others or understanding what others are saying. How they express themselves orally or in writing.
  - Hearing: hearing what people say in person or on a video, DVD, radio or tape recording
  - Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including and visual presentations in the classroom.
  - Memory or ability to concentrate learn or understand: work in school including reading, writing, number work or understanding information.
  - Perception of the risk of physical danger: inability to recognise danger e.g. jumping from a height, touching hot objects or crossing roads.
2. Is Tom's difficulty caused by an underlying impairment or condition?
3. Has Tom's impairment or condition lasted a year or more?
4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to question 1 to 4 then Tom is probably disabled under the Disability Discrimination Act. If Tom received medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

## **Appendix D**

### **The three circles, based on the NC inclusion statement**

**Learning objectives:** Inclusion is not necessarily about every pupil working on the same learning objectives as every other pupil in the class. Where necessary teachers should use earlier or later objectives for pupils who are out of step with their peers. They can then plan how to address these objectives through differentiated questioning, the support of a bilingual assistant and demonstration during whole class teaching, and through the work they plan for individuals and groups.

**Access:** Teachers should also be very aware that newly arrived pupils can work on the same learning objectives as others in the class, as long as the teacher plans access strategies to overcome a barrier between the pupil and the learning, for example if a barrier is lack of fluency in English explanation can be given in the pupil's first language, bilingual writing frames can be used and starter activities might include practice, processes or prompts (see useful weblinks).

**Teaching styles:** This means varying teaching styles to take account of the way in which different pupils learn, for example use of visual, auditory and kinaesthetic modalities, varying length of tasks and whether tasks are open or closed.

The three circles are often in use in classrooms, but usually not all together. For example, the learning objectives may be right in programmes, which break mathematics learning down into very small steps, but if teaching styles are not also varied you will get 'death by worksheet'. To give another example, the access strategy may be to attach a teaching assistant to the child, but if the appropriate learning objectives and teaching styles are not also adjusted, the child may be 'helped' to access a totally inappropriate curriculum.



