

Springhead C P School

Working together to achieve our best

Disabled Equality Scheme and Accessibility Plan To Aid Those With Disabilities

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) 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 duty requires schools to produce an **Accessibility Plan** that identifies the action the schools intends to take over a three year period to increase access for those with a disability in three key areas, is published and evaluated annually.

The three areas include:

- 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.

In addition, the Disability Equality Duty (2006) requires all schools to:

- Eliminate **discrimination** that is unlawful under the DDA.
- Eliminate **harassment** of those with a disability.
- Promote **positive attitudes** towards disabled persons.
- Encourage **participation** by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons **more favourably**.

This duty requires schools to

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Publish the DES/Action Plan.
- Demonstrate they have taken action identified to achieve outcomes.
- Report on progress, review and revise the DES annually

The purpose and direction of Springhead School's plan:

Vision and Values

(i) As a school

Our statement of our aims and objectives sets our purpose and direction. Springhead School strives to provide an education of the highest quality for young people aged 4 – 11 years including those with a physical disability or medical condition.

(ii) As a place of employment

As a place of employment Springhead School will strive meet the needs of all employees and to support their full inclusion into the work place. Where necessary, reasonable adjustment is undertaken to enable employees to fully access the workplace.

(iii) As a Community Resource

As a school we strive to provide a community resource that is completely accessible to all and welcome those with special needs who wish to utilise our facilities.

(iv) Purpose

The purpose of our Disability Equality Scheme and accessibility plan will be to assess and evaluate present provision; to systematically remove all barriers in all areas of the school. Thus reducing, as much as is practical, any disadvantages experienced by those people with a disability.

Information from the school audit.

Key starting points for the school's access plan has been the assessment of:

The nature of the school's buildings

And the needs of:

- Pupils
- Staff
- Governors
- Parents
- The wider Community

Springhead School was opened in 1961. Unfortunately disabled access was not taken into consideration when the school was designed, with the result that corridors are narrow, steps have to be negotiated to access Key Stage 2 classrooms. Building programs over the last few year have now increased access. There are two disabled toilets and disabled access to Nursery, Reception, Year 1 and Year 4 thus enabling disabled pupils to access all year groups although classroom still need to be moved around. A disabled parking spot is also available on the car park.

The Disability Discrimination Act (1995) amended in September 2002 makes discrimination against disabled individuals unlawful in respect of their access to education.

For the purpose of this Act an individual with a disability is;

One who has a physical or mental impairment which has a substantial and long term (at least twelve months) adverse effect on his/her ability to carry out normal day to day activities. The Act uses a wide definition of disability and may include those with;

- physical or mobility impairment;
- visual impairments;
- hearing impairments;
- developmental difficulties such as, dyslexia, dyspraxia, autistic spectrum disorders;
- medical conditions;
- mental health difficulties.

The Act makes it unlawful for the Governing Body to discriminate against pupils, governors, parents and staff with disabilities. Discrimination can take place in two ways: treating a pupil **less favourably** for a reason relating to its disability and/or failing to make **reasonable adjustments** to ensure disabled pupils are not placed at a substantial disadvantage.

The Act applies to all activities/facilities provided for pupils and is anticipatory. It covers education and associated services such as:

- preparation for entry into the school
- the curriculum and teaching and learning;
- classroom organisation and timetabling;
- grouping of pupils
- homework and access to school facilities
- enrichment activities to supplement the curriculum, including residential activities
- school policies;
- breaks and lunchtimes and interactions with peers
- assessment and exam arrangements
- school discipline and sanctions and exclusion procedures;
- school arrangements for working with other agencies;
- preparation of pupils for transition to the next phase of education whether it be mainstream or special.

This list is not definitive, Governors are expected to meet all challenges as they arrive.

Continuing Professional Development and training undertaken enables staff to have an awareness of disability and understand their duty to provide reasonable adjustments. An audit was undertaken to identify any barriers to access and to highlight present practice.

Pupils with disabilities are welcomed into the school community and participate as fully as possible in the life of the school. It is recognised that in some situations the nature of the disability requires reasonable adjustment by staff to meet their needs. All school policies, practices and procedures relating to anti bullying and harassment, enrichment activities, timetabling, intimate procedures and administration are developed, written and evaluated with regard to the special needs of the students and other stakeholders.

Unfortunately, the physical environment of the school prevents some with a disability from accessing all areas, although further development will be highlighted in the accessibility plan.

The school's curriculum is developed to enable those with a disability to access as many areas as possible, further development will be highlighted in the accessibility plan.

Information about the school is provided in a written format via prospectus, newsletters, and the web site. The need to provide possible alternative formats is noted.

The School Development Plan is the working document which highlights ways in which the school strives to adjust and adapt to the changing needs of all stakeholders. Our Disabled Access Plan will be included in that document.

Views of those consulted during the development of the plan

Springhead disability equity and access plan has been informed by the involvement of and consultation with:

- pupils and their parents
- staff
- governors
- external partners
- the LEA's school building inspector and other members of his team

Developing the School's Plan

Increasing the extent to which all Springhead pupils can participate in the school curriculum.

The following was considered and evaluated:

- The impact the delivered curriculum has upon pupils with disabilities.

- The effectiveness of short term planning in identifying the range of reasonable adjustments being made.
- The appropriate deployment of adult and peer support.
- How the curriculum supports awareness of and positive attitudes towards, disability.
- Effective access to specialist advice and support.

This information was used to develop the three year rolling programme to improve access for as many as is practicable.

Improving the physical environment of Springhead School.

Attention was paid to the following:

- Improvements to light levels, colour contrast, the acoustic environment, floor coverings.
- Improvements to toilets and washing facilities.
- Changes to the layout of the playground and other common areas.
- The provision of ramps and improvements to doorways.
- The provision of particular furniture and equipment to improve access.

This information was used to develop the three year rolling programme.

Improving the delivery to all stakeholders of information, that is currently provided in the written format only.

Information for all stakeholders might include that provided through; handouts, timetables, worksheets, notices, school websites, letters, prospectus, information about school events etc

Management, coordination and implementation of the plan.

The plan will be reviewed on an annual basis by the Governors. The plan will then be revised as necessary.

Limits to Provision for Disabled

Having sought the advice of LEA officers, it has been found that it is not possible to provide access to all the Key Stage 2 classrooms, by means of stair lifts. However, should the school have a pupil with severe mobility difficulties, it would be possible to provide educational provision by temporarily moving year groups without disabled access into the Year 4 classroom, as the child moves up through the school. This provision would only be an option for one age group of disabled pupils at a time between years 2 – 6.

Furthermore the narrow nature of the corridors at Springhead means that it would be difficult to provide access for more than a limited number of wheelchair bound persons.

Publishing the DES/AP

The DES/AP will be available on the school website. Parents will be informed in writing that the plan is available. Parents will be able to access a hard copy or use a school computer. The Governors will consider making the plan available on audio tape, in the future, should the need arise.

Springhead C P School
DES/AP action plan
Review of the Plan 2014 - 17

Aims

- a) To increasing increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Increase awareness within the school and the community of the needs of those with disabilities.	Staff training provided (based on needs of pupil intake) Information board in staffroom highlighting specific pupil needs Positive disabled role models emphasized Increased respect / empathy shown to disabled pupils Greater pupil awareness of what disability means	Headteacher C. Mander (develop assembly focus timetable Spring Term 2014)	Ongoing 2014 - ongoing	Training provided to meet specific individual needs including oxygen, epipen, asthma Assemblies focused on respect and empathy for spring term
Achieve the Dyslexia Friendly Award	School will achieve dyslexia friendly status	Headteacher	By 2014	Awarded

<p>Improve the lighting in key stage 2</p>	<p>Change skylights to improve quality of lighting New lighting systems to increase visibility in corridors and classrooms</p>	<p>Caretaker</p>	<p>By 2014</p>	<p>Sky lights improved in all KS2 classes, corridor skylights improved increasing visibility as a result lighting has not been changed.</p>
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Springhead C P School DES/AP action plan 2017 - 2020

Aims

- a) To increasing increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Increase awareness within the school and the community of the needs of those with disabilities. Ensure that the needs of people with specific difficulties are considered when planning the curriculum.	Staff training provided (based on needs of pupil intake) Information board in staffroom highlighting specific pupil needs Positive disabled role models emphasized	Headteacher	Ongoing	
Develop strategies within the classroom to support children with disabilities allowing them to access learning and become independent learners.	Children have effective strategies to access the curriculum.	SENCO	December 2018	
Improve the school environment for people with visual disabilities.	Improved lighting in classrooms and corridors.	Caretaker	By 2020	
	Consult / gain advice on how we can improve the environment for people with visual disabilities. Create action plan.	SENCO	July 2017	