

Accessibility Plan & Disability Equality Scheme



September 2018

Approved at committee:

19/9/2018

Adopted & ratified by full governing body:

19/9/2018



Accessibility Plan and Disability Equality Scheme 2017

1. Guidance The following publications will support schools in the design of their Accessibility Plan and Disability Equality Scheme.

From the DfES www.teachernet.gov.uk

Implementing the DDA in schools and early years settings

Promoting Disability Equality in Schools

Search using the reference 0160-2006DOC-EN

Copies can also be obtained from

DfES Publications PO Box 5050

Sherwood Park

Annesley

Nottingham NG15 0DJ

Tel 0845 60 555 60

Fax 0845 60 333 60

Quoting 0160-2006DOC-EN

2. Disability Discrimination and Planning Duties.

2. Definition of Disability

The DDA defines a person with a disability 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 impairments includes sensory impairment, learning disability, dyslexia, dyspraxia, autism, speech and language impairments, attention deficit and hyperactivity disorder, diabetes, epilepsy, those with or surviving cancer, HIV or multiple sclerosis where the effect of the pupil's ability to carry out normal day to day activities is adverse, substantial and long term.

Substantial means more than minor or trivial. Long term means has lasted or is likely to last more than twelve months.

Normal day to day activity is determined by the affect of the impairment on mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects, speech, hearing, or eyesight, memory or ability to concentrate, learn or understand, and the perception of risk of physical danger.

Disability and Special Educational Needs Most pupils who are in receipt of interventions, through School Action Plus and Statements of Special Educational Need will count as disabled. Not all pupils defined as disabled, such as those with severe asthma, arthritis or diabetes will have special educational needs but they will be defined as 'disabled' in terms of the DDA.

All pupils who exhibit challenging behaviours will not meet the requirement of the 'disability' definition. Pupils who, as a result of the SEN graduated response and assessment process, have been identified as having 'social, emotional and behavioural difficulties' will be included in the scope of the disability definition in terms of the DDA.

3. Process for the production of a School's Accessibility Plan and Disability Equality Scheme

- Convene a working party to develop the Accessibility Plan and Disability Equality Scheme.
Include a member of the SMT, the SENCo, the SEN Governor and ideally a parent, carer or close associate of the school who has a disability.
- Refer to the DfES publications which will assist in the clarification and understanding of issues associated with disability.
These materials will also be useful in supporting training.
- Follow the guidance, produce and implement the school's **Accessibility Plan and Disability Equality Scheme.**

Disability Equality Scheme/ Accessibility Plan. (DES/AP) St Thomas' Leesfield CofE School Oldham LA

REVIEWED by co-ordinator September 2018
Approved at committee: 19/9/18

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, which is published and evaluated annually.

The three areas are:

- Increasing the extent to which disabled pupils are able to participate in the school **curriculum**.
- Improving the **environment** of the school to increase the extent to which disabled pupils are able to 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) required all schools to:

- Eliminate **discrimination** that is unlawful under the DDA, including challenging inappropriate language/ name-calling witnessed in school in the same way that racial or homophobic behaviour is not tolerated.
- 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**.

In furtherance of this duty school has

- Involved those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Published the DES/Action Plan.
- Demonstrated school has taken action identified to achieve outcomes. (refer to action plan)
- Arranged to report on progress, review and revise the DES/AP annually.

1A: The purpose and direction of the school's plan: vision and values

A statement of vision and values which sets the purpose and direction for the plan and provides a framework for evaluation. The statement might include:

- *The school's ambitions for disabled members of the school community with reference to requirements identified set out in the National Curriculum Inclusion Statement.*
- *The school's focus on removing barriers in all areas of the school.*
- *The school's wider commitment to equal opportunities.*

Where the school's mission statement already sets out its vision for disabled pupils, the appropriate text could be cut and pasted into the school's DES/AP.

St Thomas' Leesfield School has high ambitions for all its pupils and expects them to participate in, contribute to and achieve in all aspects of school life.

St Thomas' Leesfield School is committed to equal opportunities as determined by the National Inclusion Statement and supports those aims to

- Set suitable learning opportunities

- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The School's mission statement is 'To be the Best we can in the Sight of God'

1B: Information from pupil data and school audit

Key starting points for the school's plan need to be assessments of:

- *The nature of the school community for whom the school is planning;*
- *The nature of the school, including a consideration of the impact of the school's existing plans and priorities.*

This section needs to include the DDA definition of disability and identify:

- *The present level of staff awareness of disability and the duty to provide reasonable adjustments, how we provide for specific needs and apply for additional funding.*
- *The presence of disabled pupils and adults in the school and the pattern of their participation in the life of the school.*
- *The impact on disabled pupils, employees and volunteers of school's policies, practices and procedures relating or example to: anti-bullying and harassment, trips, time-tabling, administration of medicines.*
- *The impact of the physical environment on those with a disability.*
- *The impact of the curriculum on those with a disability.*
- *The impact of the way in which information is currently provided for those with a disability.*
- *The priorities currently set in other plans, particularly the School Improvement Plan to promote accessibility for those with disabilities.*

Refer to school SEN Policy

St Thomas' Leesfield School has 25 pupils, with the most prevalent needs (SEN Support) of which 2 are EHCP children (an additional 3 and possibly 4 EHCPs are pending) – whether or not any are immobile require alternative formats.

Schools strengths are:

We are a very inclusive school and endeavour to make all reasonable adjustments despite a building that does make access difficult. We operate an 'open door' approachable policy and are happy to discuss the needs of families who may find access difficult. We are proactive in continuing the professional development of staff in addressing the needs of our SEN pupils.

There are some areas for development as identified in our SEN action plan.

1C: Views of those consulted during the development of the plan

The plan was put in place following a meeting and consultation, taking into account the views and aspirations of disabled pupils, employees, volunteers and parents. We also considered other disabled people, their advocates and/or voluntary organizations who may come into contact with school.

In addition, we considered the views and expertise of external partners, for example: speech and language specialists, educational psychologists.

Consultation was organized in a way that was accessible to the particular groups who were being consulted.

The SENCO meets with the SEN governor *termly* to update on all SEND matters in school and discuss ratifications to policies.

2A: Increasing the extent to which disabled pupils can participate in the school curriculum. This needs to evaluate:

- 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, including at unstructured times.

- How the curriculum supports awareness of and positive attitudes towards, disability.
- Effective access to specialist advice and support.

We do this by:

Person Centred reviews are carried out for individual pupils three times a year (2 with SENCO present/ with SENCO present at all EHCP meetings) and we also meet with parents on Progress evenings in October and February. All staff monitor the progression of children against their targets closely and regularly using the non-negotiable National Curriculum statements (BBBs) and PIVATS where appropriate. Staff monitor their whole class through the tracking data and are clear on the graduated response; and when they should involve the SENCO with concerns. This is outlined in the SEND policy and on the school website, in the SEND Information Report. Strategic planning meetings are held annually with QEST (Quality Effectiveness Support Team) to identify areas for development and where we need support. We then 'buy in' 6 days support from QEST and/or the Educational Psychology service to enable us to get specialist advice and support for our pupils. The SENCO contacts other outside agencies when specific support is required- for example, Educational Psychologists, Speech and Language Therapists, medical professionals such as Occupational Therapy, Social Services, the School Health Advisor and so on.

2B: Improving the physical environment of the school.

Attention may be paid to:

- Improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings.
- Improvements to toilets, washing and changing facilities. These have been redeveloped to enable improved access.
- Changes to the layout of the playground and other common areas.
- The provision of ramps and lifts and improvements to doorways.
- The provision of particular furniture and equipment to improve access – this has been prioritized in the SEN budget.

Staff re-visit 'barriers to learning' as part of their continued professional development through staff meetings and seeking the advice of the SENCO on specific difficulties. We strive to overcome these barriers and regularly review our practices. We support our most vulnerable children through access to lunchtime clubs, enabling all children to have a 'safe and sensible' lunchtime during which they are developing life skills, social skills and working on physical difficulties they may have.

Last year, all staff were trained on Team Teach. Staff also had training on 'the inclusive classroom' expectations. All classrooms use dyslexia friendly strategies and creatively use these to improve access for all. The children continue to use the Reflection room as an area where children can 'take time out' and calm themselves down if they feel they are becoming anxious or upset. In addition, they can also access the 'first reflection area' which is closer to the playground.

2C: Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled:

Information for disabled stakeholders might include that provided through; handouts, timetables, worksheets, notices, school websites, letters, prospectus, information about school events etc, through the use of Braille, large print, in simplified language, audio-tape, video-tape, sign language, symbol system, read aloud software etc.

Identifying the appropriate format must take account of:

- The impairments: increasing access to information may be improved for particular groups of pupils by particular approaches.
- Preferences expressed by pupils or their parents.

The noticeboards for parents are used well and are kept up to date for parents. Staff endeavor to support parents who have literacy difficulties by oral rather than written communication and phoning to remind them of appointments.

3. Making it happen

3A: Management, coordination and implementation. The plan should show:

- How and when the plan will be reviewed and revised, including how anyone might contribute to that process.
- A mechanism for the evaluation of the plan.
- The evidence that will be used in the evaluation of the plan.

3B: Publishing the school's plan

The school should include information on:

- How it makes the DES/AP plan available.
- Whether the plan is available on the school website.
- Ensuring the plan is accessible.

This format has been adapted from the DfES "Template for a school accessibility plan"

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For The Assessment Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Pupil assessment data SEN information including EHC Plans etc	Name D.O.B. Test data Teacher Assessment data	Monitor a child's progress and identify next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper tests are stored in locked filing cabinets in each classroom / basement Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✓

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.

St Thomas Leesfield DES/AP action plan

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>
Agree targets in three key areas and ensure that these are included within the School Improvement Plan and that resources are identified to ensure their implementation				
Increase access to the curriculum by: All staff continuing to use PIVATS to measure progression, therefore increasing ability of staff to identify specific targets/ gaps in learning.	All staff to assess children using PIVATS or appropriate tracking methods TERMLY IN PREPARATION for review meetings or at Christmas, Easter and Summer. Staff to question interventions and effectiveness. ES to look at using PIVATS rather than BBs for previous year to guide planning for pupils. ES to look at trends across different subject areas. Where is progression greatest/ least?	ES- ensure staff are matching needs of children to appropriate intervention.	Ongoing through tracking data	At PCRs

<p>Increase access to the physical environment by: Continuing to support staff in the running of lunchtime clubs, ensuring staff have appropriate resources/ space.</p>	<p>Clubs will continue to have an impact on children's positive behaviour and 'readiness for learning' in the pm session. Registers to continue to be taken and brief outline of daily activity to be recorded. Clubs will be updated termly to ensure the children who need to attend are being catered for.</p>	<p>ES to monitor (Registers to be collected every half term) All TAs.</p>	<p>ongoing</p>	<p>Termly with LC and AB (Lead midday)</p>
<p>Increase access to written materials by: Ensuring staff are using clear unambiguous language and breaking down instructions for SEND children. Instructions in class to be clarified with the use of visuals. ALL classes to use the visual timetable daily. Teachers to use blue/ green ink rather than black on IWBs and flipcharts. Use of coloured paper/ backgrounds on IWBs and photocopied worksheets.</p>	<p>Children will find written instructions/ recording their learning easier. Reduced distractions in the classroom. Reduced anxiety for children who find writing challenging.</p>	<p>ES to source resources and order from SEN budget where appropriate. Staff meeting time, consultation with outside agencies where appropriate (ED Psych/ QST)</p>	<p>Ongoing-monitor through SEN review meetings, Termly 'learning walks' by ES to look at top ten things in an inclusive classroom. Provide staff with resources to support implementation of resources/ strategies.</p>	<p>Any new resources ordered by End of 2018 after consultations with teachers/TAs to identify specific needs for individual children</p>

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
Agree and formalise systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates	ES to meet with new SEN governor Alma Roebuck TERMLY to discuss arrangements and update on SEND. Children to continue to participate fully in Pupil Centred Reviews (PCRs) to encourage ownership and feedback of their own provision. Parents prefer not to write at PCRs, so ES to scribe on A3 so all present can see what is being written. Look at impact/ effectiveness of Spring term review-is this better use of CT time?	ES, LS, CI.	Meet governors by end Aut 18, in Spr 19 and Sum 19 Ongoing monitoring of PCRs	
Agree and formalise systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.	<u>To be done continually through focused questioning at review meetings</u>	ES to meet with CI termly to monitor		
Agree and formalise the systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors	The governors will continue to receive an annual report on the progress and developments of SEN in the school year (written and/ or oral feedback). Reasonable adjustments are evaluated at review meetings for each individual pupil 3 x per year. What's working/ not working is discussed at each PCR and will enable SENCO to consider 'value for money' as PIVATS?	ES	Report to governors in June 2019 ongoing	

	Progression is updated simultaneously.			
Agree process to publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	Action plan and access plan to be updated on the website along with the school SEND Information Report. School comply with the legal requirements and are aiming to meet the 'best practise' criteria.	ES/ CI Nicola Ball to support ES in accessing ICT to enable uploading/ links to school data.	Ongoing	

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
To continue to evaluate the effectiveness of the PCRs and 1 page profiles/ target sheets for SEND children, ensuring staff are taking ownership, sharing target sheets with parents, children and staff and including measurable data and information.	Update and amend documents to improve as necessary. Continue to personalize the target sheets to engage the children and get the children to invite parents to PCRs. ES to send texts to all parents at the beginning of each term with PCR dates. Invitations from pupils will go out on the Monday of the review. Ensure all staff update the targets and 'how' section of target sheets to ensure careful planning and specific, individualized provision. Staff to ensure contact details for parents are up to date and	ES Staff to support.	Ongoing.	

	<p>PIVATS/ alternative measurable assessments are included. These must be provided BEFORE PCRs to ensure teachers know exactly where pupils are 'up to' in their learning and in order to plan effective provision. .</p> <p>Target sheets to be shared with all staff, parents and the child within 1 week of the PCR.</p> <p>Continue to access new developments/ share strategies at Saddleworth SENCO meetings.</p> <p>Identified Y6 children to attend the transition group in Saddleworth to prepare for secondary school.</p>			
<p>To ensure children see a positive image of people with disabilities, that they learn about positive role models and famous people with disabilities.</p>	<p>All pupils to access a specific programme of work looking at stories, role models, celebrities with disabilities. Link in with SEAL work. Use topic to ensure children see positive role models (Refer back to 2016- Olympics/ Paralympics)</p>	<p>ES (all staff) VB/ CI to support through PE planning SPi/MH through specific timetabling of groups for interventions eg Commando Joe (see planning – CI/VB)</p>	<p>Programme of work to be in place</p>	

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