

Kew Woods Primary



School Disability Equality Policy

Ratified: February 2015

Kew Woods Primary School

Disability Equality Scheme & Accessibility Plan (2014-2017)

Introduction

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 plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an accessibility action plan showing how the school will address identified priorities over the next 3 years.

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.

From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

Our Accessibility Plan, which is appended, details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

Our school's mission statement stresses the importance of the individuality of all of our children. As a school community we are fully committed the concept and practice of inclusion: giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children are our paramount priorities. This scheme helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

What is disability?

The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

Aims and objectives

Kew Woods Primary is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

We ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.

We never treat a pupil with a disability less favourably than others because of the nature of his/her disability.

We will make all reasonable adjustments to ensure that a pupil, parent or member of staff with disabilities is not placed at a disadvantage.

We do our best to anticipate the needs of a pupil's, a parent, or staff member with disabilities before s/he joins the school.

We consult with parents, pupils and staff on an annual basis to ensure appropriate involvement in the ongoing development of our Disability Equality Scheme and Accessibility Plan.

Removing barriers

The governing body acknowledges the need to make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

The physical environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school, e.g. by installing setting-down and picking-up points, ramps and handrails;
- movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight;
- accommodation within the building, e.g. by providing toilets for disabled pupils, sound-proofing for pupils with impaired hearing, and medical rooms;
- furniture, e.g. by procuring rise-and-fall tables, sinks and ovens;
- information and communication technology, by selecting appropriate hardware and software, and by using minicomms;
- signage, e.g. by putting it in clear print, paying attention to background colour.

The curriculum

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

We use language that does not offend, and we make staff and pupils aware of the importance of language.

Our library, reading books and other resources contain positive images of people with disabilities.

The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual target setting takes place across the school.

Information

Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as Braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, (sing along) or through a recognised symbol system,(PECs, or through ICT.

We always take account of disabilities, be they the pupils' or their parents'. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter or text.

Staffing

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff follow the necessary procedures, and will not discriminate against people with disabilities (see also Safer Recruitment Policy)

Should a member of staff become disabled, the governing body will endeavour to make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

This school liaises with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through services such as those for the children who are hearing impaired or visually impaired .

Health and safety

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away. Personal health care plans are drawn up for children who require assistance with feeding/toileting /changing. These are drawn up in by the school nurse in conjunction with school and the parents.

The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

Policy into practice

The governing body is responsible for the school's duty to ensure disability equality.

A named governor (Mrs. Carole Holt) and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation to ensure disability equality.

The headteacher ensures that all members of staff are aware of their responsibilities to all pupils without exception.

All members of staff are fully committed to the policy of ensuring disability equality for pupils, parents or staff with disabilities.

Parents and carers are asked to keep the school informed about any relevant issues, so that we can work towards resolving them.

Monitoring

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

We monitor:

- admissions;
- achievement;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.
- pupil voice data.
- Participation in extended school activities.

Evaluations based on these data are then reported to the governing body, and action plans are drawn up or amended as appropriate.

Monitoring and review

The governing body has a named governor with responsibility for matters of disability equality. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA.

The headteacher implements the school's disability equality scheme on a day-to-day basis, and ensures that all staff are aware of the details of the scheme as it applies to them.

The scheme is published on the school website and is referenced in the school prospectus and a copy is accessible on request.

Disability equality issues are discussed at parent and school council meetings annually.

The headteacher reports to the governing body annually on matters regarding the disability scheme.

This scheme will be reviewed at any time on a request from the governors, or at least once every three years.

The impact of the scheme and other policies on disability equality are assessed at each SER review by the Leadership Group in consultation with the TLR post holders. and governing body

ACCESSIBILITY PLAN

At Kew Woods we are continually striving to improve the opportunities for all our pupils including those with disabilities: this includes monitoring and review of the curriculum and the physical environment in which the children learn.

Current Provision

The school is a two story building and has one lift.

There are designated disabled facilities with a ramp access to the kerb to surmount.

All entrance doors are double width and therefore accessible to wheelchairs.

The counter at the main office allows wheelchair users to write at the front office counter if necessary.

Three of our five entrances are either flat or have ramped access. Of the remainder two are single step.

There are three disabled toilets within the school building.

There is an audio loop for the hearing impaired.

The school endeavours to be dyslexia and autism friendly.

In addition, pupils with additional needs are provided with specific locations to which they can withdraw if they are out of the classroom e.g. the library, small quiet tents, sensory garden.

Personalised learning rooms have been added to the school for individual intervention and support from outside agencies.

The playgrounds have been resurfaced and remarked to provide a wider range of recreational opportunities.

Outdoor quiet areas are provided with shade.

A sensory garden is available to all.

Nursery and Reception all have access to high quality outdoor learning opportunities.

Air conditioning has being installed in all areas where it was required.

Alpha smart computers are available for individual interventions and to provide alternative methods of recording.

IPads are also available to support learning and communication.

Appropriate software has been purchased to address specific disabilities such as Boardmaker symbol systems for pupils with Speech and language difficulties.

Additional specific classroom resources are provided as necessary including sloping desks, pencil grips etc.

We ensure that learning materials are provided using appropriate styles and size of font and modified SATs papers are accessed as required

All pupils access swimming lessons and 1: 1 support is provided where necessary for disabled pupils.

Relevant staff are trained as appropriate to provide particular medical support, including:

- Monitoring of bloods for a diabetic pupil
- Use of an epi-pen for allergy
- Emergency support for asthmatics
- Emergency procedures for epilepsy

Future Provision

Educational Opportunities and Accessibility of Information

Information and Communication Technology is upgraded every 4 years and a budget set aside to ensure appropriate software packages are purchased if necessary to facilitate curriculum access for a disabled pupil.

The Children’s University accredit our extended school activities and all providers will strive to enhance the participation of vulnerable groups. This will be closely monitored to ensure that wherever reasonably possible provision will be made to enable disabled pupils to access the activities should they wish to.

The action plan for **the physical environment** below, shows proposed improvements to be made to further enhance accessibility over the next 3 years.

Kew Woods Primary School Accessibility Action Plan 2014-2017

The Physical Environment

Issue /Objective	Action to be taken	Personnel Responsible	Time Scale	Resources and Costs	Monitoring and Evaluation
Enlarged print on letters/information for VI parents	Letters and newsletters to be available in large print at the front office	Admin	Sep 2014		Copy available in front office for general and upon request for VI parents.
To provide the most suitable coloured paper to meet needs of all parents and pupils, including over lays for specific learning difficulties.	Cream paper to be ordered and used throughout school Coloured overlays accessible for pupils.	Admin/ SENCo	Feb 2015	£50 (overlays)	
No written policy for safe evacuation of disabled visitors or pupils from building	Health and Safety policy to explicitly include arrangements for evacuation of disabled pupils and visitors	Head Teacher Site manager	April 2015		

Issue /Objective	Action to be taken	Personnel Responsible	Time Scale	Resources and Costs	Monitoring and Evaluation
To provide seating in the covered platform on the playground .	Purchasing of benches/seating for pupils to sit at for quiet time/rest during lunch/playtime.	Site manager Headteacher SENCo	Sep 2015	£300	Benches are now in the sheltered area. Picnic benches are scattered on the court yard.
To train staff in disability and accessibility awareness in the school.	Training for Sefton LA on equal opportunities and disability and discrimination awareness.	Headteacher SENCO	Jan 2016		
To alter signage in school to support parents/pupils with VI.	Purchasing or most important signs to include Braille.	Site Manager Headteacher SENCo	Sep 2016	£150	
To audit staff awareness, pupil/parents needs and staff training needs.	An audit questionnaire to be provided to pupils/staff/govs and parents and training for LA to be provided around these areas of need based upon audit results.	Headteacher SENCo	Nov 2016		
To provide additional intervention/pupil support learning rooms.	Ensure phase 4 plans 4 building plans and work includes additional rooms attached to each classroom or additional personalised learning rooms.	Site Manager Headteacher SENCo	Jan 2017		Phase 4 postponed until 2017/2018. In the meantime the old Nursery building is now the After School Club (ASC). The old ASC is used for intervention. An additional room was built in the ICT hub for intervention use.
To provide a quite/cooling off area for pupils.	Ensure phase 4 building plans and work includes a	Site Manager Headteacher SENCo	Jan 2017		Phase 4 postponed until 2017/2018.

Issue /Objective	Action to be taken	Personnel Responsible	Time Scale	Resources and Costs	Monitoring and Evaluation
	quite/sensory room to fulfil this purpose.				School have purchased aquariums around the school and strategically placed in areas of space to support pupils when they need to calm.
No accessible disabled toilet in phase 4 of building work-difficulties for access for younger pupils.	Additional accessible toilet provided in phase 4 building work which is accessible to younger reception/nursery pupils.	Head teacher Site Manager	Jan 2017		Phase 4 postponed until 2017/2018.