

CAVERSHAM PRIMARY SCHOOL



Caversham Primary School Disability Equality and Accessibility Plan

2015 - 2018

(Next review date: September 18)

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) 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 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 and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: September 2017 To be annually reviewed.

Definition of Disability:

Disability is defined by the Equality Act 2010: Part 2: Section A: The Definition A1: 'The Act defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' S6(i)

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

At Caversham Primary School we are committed to giving all of our pupils every opportunity to achieve their full potential. 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 pupils. The achievements, attitudes and well-being of all our pupils matter. Caversham Primary School values and celebrates the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

At Caversham Primary School, we are committed to ensuring equality of education and opportunity for pupils and staff who have a disability and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of pupils and students with a disability is monitored and we use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Caversham Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Gathering and using information

The school gathers information on disability equality as part of our collection of evidence for the School Development Plan and during the self -evaluation process. This information is used to set and review our disability equality objectives.

Involvement and consultation

It is a requirement that pupils, staff and those using school services with a disability should be involved in the production of the Disability Equality Scheme. Caversham Primary School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Examples of involvement...

SEN/Accessibility Plan 2015-18

Consultation with pupils / staff / parents with a disability to determine their priorities for the school with regards to disability equality over the next three years via:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions
- Parent Governors
- Termly class rep meetings with the Headteacher

Employment

As an employer the school ensures that it eliminates discrimination and harassment in employment practice and actively promotes disability equality within the workforce. It will ensure equality of opportunity throughout all employment practices, including, recruitment, retention and training.

Bullying and harassment of staff is monitored and appropriate action taken to address and eliminate it.

NOTE: The Disability Rights Commission Code of Practice lists key employment issues that are usually the most common ones to be considered, these include:

- flexible working arrangements where this is not detrimental to the education of the children
- appraisal and performance-related pay systems
- sickness absence
- redundancy selection criteria
- emergency evacuation procedures
- procurement of equipment, IT systems, software and websites
- information provision
- employee training and development
- employee assistance schemes offering financial or emotional support.

The Local Authority is a Disability Symbol user, which means we have made five commitments as an employer:

- 1 a guaranteed job interview for those who meet the essential requirements for a job
- 2 to consult employees with a disability regularly
- 3 to keep employees if they become disabled

- 4 to improve the knowledge of employees about disability
- 5 to check progress each year, plan ahead and let employees know about progress and future plans

The school will, taking medical or specialist advice where appropriate, ensure that **all reasonable adjustments are made** to allow new and existing staff with disabilities to work effectively within the school.

Disability Equality Action Plan

In order to ensure that action is taken to meet the Disability Equality Duty, Caversham Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with people with a disability as outlined in the previous section.

This includes some of the good practice examples below:

- *Promoting equality of opportunity between people with a disability and other people.*
 - *Increase awareness of the ways in which parents of children and young people with a disability can help to support their learning, for example Dyslexia and literacy difficulties seminar (2008) and Dyspraxia and Coordination difficulties seminar (2009) ;*
 - *Ensuring that the talents of pupils with a disability are represented accordingly through the Gifted and Talented Registers.*
- *Eliminating discrimination that is unlawful under the DDA and harassment of people with a disability that is related to their disability.*
 - *Monitor incidents of harassment and bullying of pupils with a disability. Encourage pupils to report. Take action against offenders.*
 - *If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.*
- *Promoting positive attitudes towards people with a disability.*
Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

Accessibility Action Plan

Also our accessibility plan outlines the steps we are taking to improve:

- curriculum access

- provision of information to disabled pupils
- physical access

Assessing the Impact of our policies

We recognise that all our school's policies have an impact on the participation and outcomes for pupils, parents/carers, staff and members of the local community with a disability. Existing and proposed policies are regularly reviewed. The programme to review the impact of policies is contained in our action plan.

Our school aims to be an 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 our pupils:

- ❑ girls and boys;
- ❑ minority ethnic and faith groups;
- ❑ pupils who need support to learn English as an additional language;
- ❑ pupils with special educational needs and disabilities;
- ❑ gifted and talented pupils;
- ❑ pupils who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of pupils of all backgrounds, needs and abilities.

At September 2017, we are supporting pupils and staff with:

- Type 1 diabetes
- Asthma
- Eczema
- Hearing impairment
- Speech and Language Delay
- Global Developmental Delay
- Verbal Dyspraxia
- Selective Mutism
- ADHD
- ASC
- Downs Syndrome
- Allergies
- Hyper-mobility
- Cerebral Palsy
- Cerebellar Hypoplasia & Atrophy

- Visual impairment
- Nystagmus
- Dyslexia and Dyspraxia
- Sensory integration difficulties

We collect information from the Early Years settings, so that we are prepared for pupils when they arrive in school.

We liaise with parents and professionals involved with the pupils throughout their time at Caversham Primary School to ensure we provide the right care for their needs.

The school has 2 disabled adult toilets. Pupil toilets are adapted accordingly for pupil's needs.

Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils. No issues were raised on a recent survey.

The main priorities in the school's plan

We take advice on support needed for pupils with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Accessibility Plan: June 2015 - June 2018

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Improve physical access to the school.	Ramps placed outside KS2 classrooms & boys' toilets The school is single storey enabling easier movement around school	RBC	Summer 2015 onwards	School is more accessible for anyone with a physical disability	L.A. Headteacher. Feedback from parents & visitors
2	Availability of written material in alternative formats	School makes itself aware of the services available through its LA for converting written information into alternative formats. Assessments are modified for pupils with VI	L.A. Head Teacher Admin Staff SENCo SENDTA	On-going	If needed the school can provide information in alternative formats	Head Teacher Feedback from parents and staff.
2(i)	Use of technology	School materials are adapted for users with Ipad technology				
3	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments. Consider external steps.	* Seek advice from the Berkshire Sensory Consortium service on appropriate colour schemes for Music Room, three Year 3 classrooms and Phase 2 Corridor			Physical accessibility of the school is increased	Head Teacher Feedback from pupils.
		* Paint edges of steps in all external areas and high vis outside Year 1 block.			Physical accessibility of the school is increased	Head Teacher Feedback from pupils.

4	Raise staff awareness of disabilities issues.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. Include specific information on one page profiles for all adults to see.	LA. Health Authority. Disability Rights Commission. All school staff. Physio, OT, VI Advisory Teacher	On-going	Teachers and TAs aware of issues. Detailed information and support available and passed on by staff.	Head Teacher. SLT SENCo. Class Teachers. TAs. Other non-teaching staff.
		Promote disability equality via <ul style="list-style-type: none"> • Staff meetings. • PSHCE lessons. • Assemblies. • Celebrating difference. 	Whole staff	ongoing	Increased whole school awareness of disability issues.	SENCo All staff.
5	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning (inc. parents). Advance visits. Risk assessments. Advice from professionals (e.g. physiotherapists)	Visit leaders. Educational Visits Co-Ordinator. Head Teacher SENCo.	On-going	School trips & residential visits are accessible for all pupils.	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils
5	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required. Ensure staff have training (e.g. manual handling)	Leaders of after-school clubs.	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.
6	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	Ongoing	Curriculum is fully accessible for all pupils.	Head Teacher SLT. SENCo.

		communicate their ideas.	SENCo			
7	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	<p>Policies to include:</p> <ul style="list-style-type: none"> • Content • Strategies • Resources <p>That could be employed when planning for pupils with difficulties or disabilities.</p>	Whole staff. Subject leaders.	Ongoing	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders.