



*Achieving, Caring &
Respecting with Confidence*

Thorpedene Primary School

Disability Equality Scheme and Accessibility Policy / Plan

Reviewed: 11th November 2020

Disability Equality Scheme and Accessibility Policy

General Duty

Thorpedene Primary School's Governors and staff have regard of the "Code of Practice for Schools" issued by the Disability Rights Commission (DRC) concerning the Equality Act 2010. The School will also follow the guidance issued by the DFES in 2006 entitled "Implementing the Disability Discrimination Act in schools and early years settings".

Our aims and ethos are to provide an appropriate, but challenging education for pupils of all abilities, providing each pupil with the support to maximise their chances of success.

Our Governors agree to review this policy every three years.

They will also ensure that all staff are aware of the implications of the Equality Act 2010, through training and development opportunities, embed good practice across all aspects of school life. The school through its Governing Body and Leadership will ensure that:

- ✓ Pupils with disabilities will not be treated less favourably than others for reasons related to their disability
- ✓ Reasonable adjustments for disabled pupils will be considered and where practicably possible implemented
- ✓ An Action Plan exists to increase access for education of pupils with disabilities.

The Governing Body proposes as part of its duty to increase access to education for disabled pupils by:

- ✓ Increasing the extent to which pupils with disabilities can participate in the school curriculum,
- ✓ Improving the environment of the school to increase the extent to which pupils with disabilities may take advantage of education and associated services, and
- ✓ Improving the delivery of information to pupils with disabilities (versus that which is provided in writing for pupils who are not disabled).

We aim to ensure that every child is given the best opportunity to achieve. Reasonable adjustments will be made where possible to our policies and practices to meet the requirements of the Equality Act 2010. It is recognised that there is always room to improve and the Action Plan shows our objectives in continuing developments.

We see this commitment as a key component of our planning for achieving the five outcomes within Every Child Matters and view the links with other equalities policies and practices as positive and informing.

The Disability Equality Scheme contains an Action Plan that sets out the steps the school is planning to take over the three-year period (2020 -2023) to meet the General Duty. The Scheme, including the Action Plan, will be reviewed annually and a report on progress will be made to the Governing Body. An annual report will also be published for staff and to the school council.

Examples are provided below where the school has implemented specific developments in line with its vision and policy, as follows:

- ✓ Disabled toilets – reviewed and inspected to ensure the facilities meet the required standards.
- ✓ Height adjustable furniture is available for pupils and staff with disabilities where there is a specific requirement.
- ✓ Check that Visual Impairment taping/alterations meet required standards

Access to the Curriculum

1. The school is committed to promoting positive participation in the life of the school. We believe that pupils and adults with disabilities are uniquely placed to support the school in identifying and removing the barriers they face and in taking proactive steps to promote disability equality across the school – their participation in the development and implementation of this Scheme is our priority.
2. Any In-school developments, including changes to curriculum, teaching & learning, will consider any possible barriers for individuals. This is a rolling and continuous improvement programme.
3. For further details refer to SEND/Inclusion and Medical Needs policies and specifics relating where necessary to individual needs.

Physical Environment

The school will do everything possible that is practical, and where resources enable implementation to ensure the physical environment is appropriate for all pupils in the school. Future improvements planned and envisaged for the school will always include, promote, and make provision for inclusion for all pupils and will continue to do so subject to the resources being available.

Information

1. The school will gather information concerning disability equality as part of its collection of evidence for the Academy Improvement Plan and during the self-evaluation process. The information will be used to set and review the disability equality objectives outlined in the Action Plan.
2. Information systems will be used to monitor progress of all pupils, including those with disabilities within the school to ensure that all pupils progress towards achieving their goals.
3. A register will be maintained by the Headteacher identifying pupils who are disabled to ensure information is available and regarded when developing the Academy Improvement Plan.

Involvement

1. The school is committed to consulting and involving employees, governors, parents/carers, and pupils, and will:
 - ✓ regularly review the effectiveness of the Scheme in delivering equality across the school, and
 - ✓ gather information that highlights practices or policies requiring review or revision, and
 - ✓ report any progress and/or new initiatives implemented to governors & local community via the school website.

Management, Co-ordination and Implementation

- 1 The school will report to the MAT what and how data is captured and recorded regarding pupils and staff with disabilities and adopt a monitoring and review process as part of its 3-year Action Plan.
- 2 The school will evaluate whether pupils with disabilities are accessing opportunities to participate in trips, join in sporting activities or extra-curricular activities, in order to review and consider areas for improvement.
- 3 It is envisaged that the process of gathering information will highlight areas that require review or revision.

The Action Plan

Our Disability Equality Action Plan is a working document, setting out the core actions the School is planning over the next three years to enable it to meet the Duty of care in line with the Disability Discrimination Act (1995, incorporating the Disability Discrimination (NI) Order 2006) in the following eight areas of school life.

It is not our intention to cover each of the eight functions annually. Rather, we will prioritise our areas of action according to the school context, monitoring and analysing of the information we hold, and the results of our impact assessments. We will aim to identify no more than five actions for development in any one school year.

Areas of school Life

- 1 Policy,
- 2 Leadership and Management
- 3 Curriculum, Teaching and Assessment
- 4 Admissions, Attendance, Discipline and Exclusion
- 5 Pupils – Personal Development, Attainment and Progress
- 6 Attitudes and Environment
- 7 Parents, Governors and Community Partnership, including Extended Services
- 8 Staffing – Recruitment, Training and Professional Development
- 9 Pupil Voice and Participation

Disability Equality Duty

Employee and governor training – the school will review the training requirements for its Governors and employees and implement a training programme to meet any requirements.

The school will consider all other relevant policies in line with the Disability Equality Scheme (DES) and Accessibility Policy to ensure that account is taken of its duty to support pupils with disabilities.

The school will capture relevant data to evaluate its policies and ways of working and identify future improvements.

The Accessibility Strategy will be monitored alongside the DES and be reported in the same cycle to the Governing Body.

Signed and dated Chair of Governing Body _____

Headteacher _____

Date _____

This policy will be reviewed in line with our policy cycle and statutory requirements.

Disability Equality Action Plan

Priority (What)	Actions (How)	Who	By When	Cost	Success Criteria	Monitored By
DDA 1 To review provision in the school.	Review DDA policy and action Plan. Define Disability in the terms of this document.	SLT/ All staff	Nov 2020		Systems and structures will continue to be revised and suited to purpose.	Governing Body
	All stakeholders and representatives of staff, pupils, parents and carers with disabilities will be consulted.	Parent survey, pupil council and staff	July 2021		Parent survey, pupil council and staff will be consulted about provision.	SENCo
	A list will be maintained detailing all pupils, staff and, where necessary, parents / carers with disabilities that may need reasonable adaptation of school procedures, access and practices.	Office Staff	Jan 2021		All school personnel will be aware of the needs and adjustments of individuals within the school community.	SENCo
DDA 2 To review the different areas of the curriculum annually to consider the access to the curriculum and whether	Teaching and learning improvements have or are planned to be adopted and the timescale expected. Specific roles will be identified for staff as required	Curriculum leader	Nov 2020		All children have their needs met to enable maximum access to learning. To be considered in conjunction with SEN and Pupil	SLT / Governing Body

Priority (What)	Actions (How)	Who	By When	Cost	Success Criteria	Monitored By
improvements are necessary <i>(and can be adopted as part of the Improvement Plan)</i>	Resources for the effective support for pupils with disabilities reviewed in line with new curriculum			To be individually costed as needed	Premium action plans	
DDA 3 To identify pupils in EYFS with SEND / additional needs	Parents will have opportunities to share individual pupil needs -induction sessions/ school entry paperwork and interviews	Parents, EYFS staff/ SENCo / Interim KS 1 AHT	July 2021 and annually		All children have their needs met to enable maximum access to all aspects of their learning. SEN register to include EYFS children (To be considered in conjunction with SEN action plans)	SENCO / SLT
DDA 4 To ensure the school site is accessible to all stakeholders <i>(By improving the physical environment of the school)</i>	Current and planned building work will take into account all requirements under the Equality Act 2010 and put in place enhancements where practicable. The site has been reviewed and considered to ensure there are no existing barriers that would prevent access by pupils or staff with disabilities to use the school facilities,	Site Team Site Team / SLT/ SENCO	As required September each year	As needed relating to budget As needed relating to budget	All areas of the school consider the expectations of the Equality Act 2010 Staff and pupils with disabilities are able to use the school facilities effectively	SLT / Governing body SENCO

Priority (What)	Actions (How)	Who	By When	Cost	Success Criteria	Monitored By
	<p>including those with visual impairment.</p> <p>The school will maintain under continuous review to ensure that the decoration, layout and furniture provides the optimum environment for meeting specialist needs.</p>					
<p>DDA 5 To provide professional development opportunities.</p>	<p>Research training, courses, INSET, books and DVDs that will meet training needs of all staff including MDAs. To include behaviour management and de – escalation techniques</p>	<p>SENCO / SLT</p>	<p>Ongoing</p>	<p>As possible relating to budget</p>	<p>Staff will have access to the highest quality CPD and will be equipped to meet the needs of all pupils.</p>	<p>SLT</p>
<p>DDA 6 To work with other professionals to access the best possible support for the most vulnerable pupils</p>	<p>Maintain contacts with Educational Psychology, Health and Social Services and the Local Authority. Continue to hold regular Pupil Welfare meetings and report needs to class teachers.</p>	<p>SENCo / Pupil Welfare officer Inclusion Team</p>	<p>6 visits /year as necessary Weekly</p>		<p>SENCo / Pupil Welfare Officer will hold relevant and current contact details for all services. Pupil welfare meetings will take place regularly, minutes will be recorded on Safeguard and</p>	<p>SLT Deputy Head / SENCo</p>

Priority (What)	Actions (How)	Who	By When	Cost	Success Criteria	Monitored By
					shared with relevant staff members.	
DDA 7 To ensure the Learning Mentor team is used effectively to support those children in danger of disengagement and exclusion. <i>(Strand C Improving the provision of information for pupils with disabilities)</i>	<p>SENCO / Deputy Head to act as line managers for Learning Mentors and assistant learning mentors</p> <p>Learning Mentors to work with, SENCO, Deputy head and class teacher to identify and provide support for targeted group and 1:1 children.</p> <p>Review provision of information available for pupils with disabilities across the school environment</p>	<p>Deputy Head / SENCo</p> <p>Deputy Head / SENCo</p> <p>ICT coordinator, SENCO, Deputy Head</p>	<p>Annual cycle of Performance management</p> <p>Ongoing</p> <p>End of Year (Then annually thereafter)</p>		<p>Learning Mentors will have documented evidence to measure effectiveness of provision.</p> <p>All staff to share relevant information and support children as necessary.</p> <p>All pupils will have appropriate access to provision; including websites, homework, signs around school, testing environments, tests / assessments.</p>	<p>Headteacher</p> <p>SENCo</p> <p>SLT / SENCo</p>