



## **Disability Equality and Accessibility Plan 2018-2019**

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## 1.0 Preamble

Since the previous document was prepared there has been a change to the legislation. All previous equality legislation has been consolidated into a new Act; the Equality Act 2010.

### 1.1 Equality Act 2010

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes about which schools need to be aware.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment.

**“However, schools that are already complying with the law should not find major differences in what they need to do”.**

The exceptions to the discrimination provisions for schools that existed under previous legislation – such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character, are all replicated in the new act. However, there are some changes that will have an impact on schools as follows:

- Introduction of a new single equality duty to replace the previous three separate duties. This includes new specific duties which are less bureaucratic and more light-touch than previous duties, requiring schools to publish equality information and objectives. Initially this must be done by 5 April 2012, and then periodically updated (chapter 5 of the guidance below gives full details).
  - It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. Schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.
  - It is now unlawful to discriminate against a transgender pupil.
  - It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby.
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- New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim – for example, providing special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys.
- Extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. However this duty is not due to come into effect until a later date, following consultation on implementation and approach.

\* These measures are described in detail in the current Annual Special Needs Document that is prepared by the Head Teacher/SEN DCo

(Department for Education General Article updated 21 December 2011)

## **1.2 Previous Legislation**

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) of 1995 to cover Education. Therefore, it is the duty of the governing body of Berkeley Primary School to promote equality of opportunity for all disabled/SEN people\* using the school. Part 5a of the DDA requires schools to prepare and publish a Disability Equality and Accessibility Plan.

As the original Plan was based on the above it has been reviewed in the light of the new legislation but needs no substantial changes.



## 2.0 Introduction

Under Part 4 of the DDA, the Governing Body has had three key duties towards disabled pupils:

- 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 quality and layout of written communication to ensure it is accessible to all pupils.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Part 5a of the DDA requires schools to publish a Disability Equality Plan, which sets out how they will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents, governors and users of the school.

## 3.0 Disability Equality Plan

### 3.1 Our Aims Statement

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Berkeley Primary School aims to provide a secure, happy and stimulating environment where success is sought through learning. Every person connected to the school is valued and encouraged to do their best at all times.

This statement applies to all staff, pupils, governors and parents including those with disabilities.

We are proud of the diversity of our school community and are committed to providing equality of opportunity for all.

The National Curriculum Inclusion Statement states that all teachers are required to follow three inclusive principles:

1. Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
2. Responding to pupils' diverse learning needs by:
  - creating effective learning environments;
  - securing their motivation and concentration;
  - providing equality of opportunity through varied teaching approaches;
  - using appropriate assessment techniques;
  - setting targets for learning.
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **3.2 Information from data and analysis of need**

The Disability Discrimination Act (DDA), defines a disabled person 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 impairment includes sensory impairments and also hidden impairments.

In the DDA 'substantial' means 'more than minor or trivial' . 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, learning disabilities, dyslexia, diabetes, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) or epilepsy. It includes any impairment where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term..

Impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Attainment on entry to Berkeley Primary School shows a broad spread of ability, but overall is at or slightly above the LA and National average. We currently have one pupil with a Statement of Special Educational Needs.

Following an audit of needs we have concluded that no staff and none of our pupils would meet the above disability definition.

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We have a governor who would also meet these criteria.

Recent Training undertaken by staff includes the following:

“Provision Mapping”, (Head SEN DCo, LaSFL)  
Speech and Language  
Autistic spectrum  
Asthma

We recognise the need to ensure asthma, epilepsy and deaf awareness training is part of our 2014-2015 training plan.

Over the last two years the attendance of pupils with disabilities has been in line with the school average if not above it. No pupil with a disability has been excluded.

The school has had an Accessibility Plan since 2007 and since that date the school has completed the following work:

- Improved fencing and security.
- Improved evacuation routes in an emergency.
- Increased school security to prevent pupils escaping un-noticed.
- Updated the Fire Emergency Plan appropriately
- Established more user friendly play areas in the playground

The attached Accessibility Plan indicates where further improvements are needed.

School trips are planned on the basis that all pupils are included. The party leader in consultation with the head teacher / SEN DCo must ensure the needs of all pupils and abilities are catered for in any future plans.

We do need to ensure that after school clubs are accessible and open to all pupils.

Using our own pupil tracking grids together with work scrutiny and lesson observations, we track and analyse the achievement of all our pupils.

Careful tracking of pupils' progress in English and Mathematics has helped to identify any areas of learning that pupils are finding difficult. This information is used to ensure additional support or work is put into place quickly and progress is improved as

- Although Teaching Assistants are well trained, we need to ensure class teachers are maximising the use of this additional adult support.
  - Teachers and TAs to plan together, particularly to identify next steps and more focused target setting for individual pupils. There is also little evidence of pre-teaching to enable greater inclusion in plenary / whole class sessions.
  - Some pupils need to develop more independence. The school policy of not having TA's 'glued to individuals needs close monitoring by the SEN DCo to ensure pupils develop independence.
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The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. No generic Health Questionnaire will be sent to applicants.

The following policies have been reviewed by the Leadership Team to consider their impact on pupils, staff and parents with disabilities and the following actions agreed:

- Behaviour Policy and class rules (accessible and visual versions of the rules should be on class notice boards)
- Bullying policy (is a visual copy is to be prepared if requested.)
- School visit venues

The school will review the administration of medicines and health care plans in light of advice from trade Unions and School health practitioners.

### **3.3 Views of those consulted during the development of the plan**

The priorities and actions highlighted in this plan have been informed by:

- The annual parents' survey.
- Discussions with children
- Staff and Governors

### **3.4 Increasing disabled pupils' participation in the school curriculum**

The Senior Management team is responsible for:

- evaluating the effectiveness of interventions and relative effectiveness;
- observing lessons and sampling lesson planning, looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning;
- monitoring the appropriateness of pupil groupings;
- monitoring the deployment of Teaching Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

The SEN DCo will review how well we are developing awareness of disability through the PSHE and Citizenship Curriculum, the assembly programme and through visiting speakers.

### **3.5 Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services (See Accessibility Action Plan p10)**

### **3.6 Improving the delivery of information to disabled people which is provided in writing for people who are not disabled**

See Accessibility Action Plan (p10).

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Admissions' Form filled in by parents/carers of new pupils needs to be amended to ask about access needs.

Parents of new pupils are to be made aware that they can request letters, newsletters etc in different formats, or that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information.

All classrooms now have a copy of the fire evacuation procedure in Widgit Symbols. Room use should be indicated in both pictures and words.

## **4.0 Making it happen**

### **4.1 Management, coordination and implementation**

This Plan will be reviewed annually by a governors sub group (A report created by the Head/SEN DCo, updating the Governing Body will be presented annually during the Spring Term for consideration by the finance team when budget planning takes place. Consultation with pupils, staff and parents should be included in the report together with evidence of the impact of changes in the preceding 12 months.

This plan should be looked at in conjunction with the following documents:

- School Self-evaluation Form SEN D Self-evaluation Form
- School Improvement Plan;
- Current Annual SEN D Document
- Asset Management Plan;
- Health and Safety Action Plan;

#### Availability of Documentation

This plan will be available:

- on the school website
- from the School Office – on request
- by email - on request.

## **5.0. Accessibility Action Plan 2018-2019**

### **5.1 Access to Curriculum**

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<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Who?</b>	<b>Monitoring</b>
Ensure appropriate ICT hardware and software is available for pupils with disabilities	<ul style="list-style-type: none"> <li>Review accessibility of ICT (including whiteboards) using specialist expertise if necessary.</li> <li>Prioritise new software to purchase</li> <li>Train staff where necessary</li> </ul>	Autumn Term 2018	Time £??	ICT Co-ord & SenCo	Lead team
Create effective learning environment for all	<ul style="list-style-type: none"> <li>Ensure all classrooms and resources are organised to meet pupil need</li> <li>Ongoing programme of staff training in disability awareness</li> <li>Review all displays to ensure they are clear and accessible to all</li> <li>Review curriculum</li> </ul>	Ongoing	Head Teacher 'walk the school' monitoring  Allocation of 1 Curriculum meeting per term  Provision of current Annual SEN D Document	All staff	Head SEN DCo

## 5.2 Wider Access to Curriculum

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<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Who?</b>	<b>Monitoring</b>
Increase participation in all school activities	<ul style="list-style-type: none"> <li>Audit participation in extra-curricular activities and identify any barriers</li> <li>Ensure all school activities are accessible to all students</li> <li>Seek advice, where necessary, re alternative venues for residential trips/school trips</li> </ul>	Ongoing	Time	Governors	Leadership team Governors
Ensure all policies consider the implications of Disability Access	<ul style="list-style-type: none"> <li>Analyse impact of Behaviour Policy, Class Rules, Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities</li> <li>Consult on any proposed changes</li> </ul>	Ongoing	Time for reviews	Leadership Team (inc SEN DCo) Involve school council where possible	Governors
To promote positive attitudes to disability	<ul style="list-style-type: none"> <li>Review PSHE Curriculum</li> <li>Review Assembly Programme and widen focus</li> <li>Involve local disability groups in assemblies</li> </ul>	Ongoing	Time	SEN DCo/HT	Leadership team Governors



	and visits to school				
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### 5.3 Wider Access to the School

Target	Tasks	Timescale	Resources	Who?	Monitoring
Availability of documents in alternative formats	<ul style="list-style-type: none"> <li>• Large print and e-formats available on request</li> <li>• Investigate audio formats as and when required</li> <li>• Monitor uptake of documents in alternative formats/languages as and when necessary</li> <li>• Homework information available as information sheets in alternative formats as appropriate</li> <li>• Use of 'Communication in Print' software where relevant</li> </ul>	Ongoing		Admin.  Class teachers	Leadership team
Communication for all	<ul style="list-style-type: none"> <li>• All staff trained in Makaton</li> <li>• Children to learn 'Sign of the week'</li> <li>• Staff and pupils to use Makaton daily</li> </ul>	Ongoing		All staff and pupils	SLT
Promoting equality of opportunity for staff	<ul style="list-style-type: none"> <li>• Monitor data in relation to recruitment, retention and professional</li> </ul>	Ongoing	Access to work applications?	Head Teacher	Governors.



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	<p>development</p> <ul style="list-style-type: none"><li>• Encourage disclosure of disability</li><li>• Write to Teacher Training Providers re using school for placements</li></ul>				
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