

Brimington Manor Disability Equality Scheme

Spring 2014

Governor's Meeting:

Minute Number:

DISABILITY EQUALITY SCHEME

School name:

Brimington Manor Infant and Nursery School

3-year period covered by the scheme: Spring 2014 – Summer 2017

Introduction

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- 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.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

1: Starting points

1.1: The purpose and direction of the school's scheme.

The school accepts that it is their duty to:

- promote equality of opportunity between disabled people and other people; 'equality' may be defined as having identical rights or privileges under the law without fear or favour such that all are able to achieve the same recognition or status
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled persons needs, even if this requires more favourable treatment.

The school Accessibility Plan recognises the school's duty and states:

1. Not to discriminate against disabled pupils in our admissions and exclusion and provision of education and associated services.
2. Not to treat disabled pupils less favourably for a reason related to their disability.
3. To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
4. To publish an Accessibility Plan that will increase access to education for disabled pupils.

The school Inclusion Policy states:

1. The individuality of all pupils is valued irrespective of ethnicity, attainment, age, disability, gender or background.
2. We are committed to giving all our children the opportunity to achieve their potential.
3. We take into account pupils' varied life experiences and needs.
4. We offer a broad and balanced curriculum and endeavour to make it accessible to all.
5. The achievements, attitudes and well-being of all our children matters.
6. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual or groups of pupils.

The school's staff, governors, parents and pupils are committed to ensuring the Disability Discrimination Act will be fully implemented at Brimington Manor Infant and Nursery School and the scheme will be used as a way forward and the means by which we can measure our effectiveness in fulfilling our aims.

1.2: Involvement of disabled pupils, staff and parents

The school actively seeks the involvement of pupils, parents and relevant professionals as it seeks to implement the requirements of the Disability Discrimination Act, for example:

If a pupil with disabilities is due for admission into school discussions will take place to establish a plan of action that ensures his or her needs are met. Where action is required such as adaptations to the learning environment, the drawing up of a care plan or the training of staff this will be actioned and closely monitored by the Head teacher. Regular discussions with both the pupil and parents will form a part of the monitoring process.

The school accepts the fact that involving disabled people is a requirement of the scheme and brings real benefits in terms of;

- Providing insights into the barriers faced by disabled pupils, staff and parents
- Developing expertise in identifying ways to overcome these barriers
- Improving working relationships between schools and disabled pupils, staff and parents.

Statement of intent:

The school will continue to consider the views of present, predicted and past pupils, staff and parents in their plans.

In working with the local disabled community the school needs to take account of others who may also have to meet the needs of this community.

The school needs to take account of the preferred means of communication for those whom they are consulting.

The school will need to ensure it involves a range of disabled people and hears a range of views.

At the same time as setting priorities identified by disabled pupils, staff and parents, the school may need to set priorities that will help to improve the involvement of disabled pupils, staff and parents to better inform the next scheme.

1.3: Information gathering

Brimington Manor accepts that it is a requirement to gather information regarding the disability needs of pupils, staff, parents and other adults and children who may wish to use the premises. We do this in the following ways:

- The school publicises their understanding about the breadth of and the definition of disability through the schools admissions pack
- The school acknowledges that some people will be reluctant to disclose an impairment and we point out in the information that any disclosure will be kept confidential (see admissions pack) and is voluntarily given.
- The form used has been simplified to minimise confusion and encourage use.

Brimington Manor Infant and Nursery School defines Disability in line with the current definitions in the Disability Discriminations Act (DDA). This means that is this school we define Disability as:

‘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.’

Definition of the terms:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

In our school the following adjustments are made to support school users who have a disability:

- a) Information is gathered to identify possible need for support or adjustments
- b) Each case is then assessed on an individual basis.
- c) An action plan is drawn up to meet the needs of the individual, whether pupil, member of staff, parent, governors or other persons needing to access the school on a regular basis.
- d) When changes are made to the learning environment consideration is made to the needs of all those who may need to access the building, resources and facilities.

Our current disabled population in February 2014 is:

| Disability | % |
|--|-----------|
| <i>Mobility</i> | <i>0%</i> |
| <i>Manual dexterity</i> | <i>0%</i> |
| <i>Physical co-ordination</i> | <i>0%</i> |
| <i>Continence</i> | <i>0%</i> |
| <i>Ability to lift, carry or otherwise move everyday objects</i> | <i>0%</i> |
| <i>Memory or ability to concentrate, learn or understand</i> | <i>0%</i> |
| <i>Perception of risk of physical danger</i> | <i>0%</i> |
| <i>Any other</i> | <i>0%</i> |

Information Gathering Process for all schools users.

We have gathered information from:

- We have surveyed all current pupils, parents, carers and users of the school to gain their views on current provision and future aspirations.
- We have discussed the issues with all cluster schools, early years professionals and the local health professionals.
- We have put into place the opportunity for parents to inform us of any needs that may occur.

The information is needed to allow the school to plan for the future so that the needs of the local disabled community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.

In our school we look on the issue of someone not being able to access something because of a disability as being a problem with what is provided, not the person using the facility or accessing the provision, we would encourage people to make their needs known to us so that we can ensure that they do have full access.

The recruitment, development and retention of disabled employees

We have also gathered information about recruitment, development and retention of disabled employees from the LA.

We have reflected on the respective responsibilities of the school and the local authority and we have ensured that we are able to collect information on new staff through the recruitment process by providing opportunities for new staff to inform the governing body if they require any additional provision to carry out their everyday duties in order to fulfil the job specification.

The information will inform us and trigger an appropriate response so that we can make reasonable adjustments where required and also inform the priorities of the Disability Equality Scheme at its next review.

We have discussed the need to have information on disability with current staff and have collected this information by the Head teacher.

The information collected shows how disabled staff are represented amongst different groups of employees, at different levels of the school, and amongst those who leave the school.

Academic Year 2013-2014

Mobility

| | <i>% In post</i> | <i>% Leavers</i> |
|---------------------------|------------------|------------------|
| <i>Management</i> | <i>0%</i> | <i>0%</i> |
| <i>AST</i> | <i>0%</i> | <i>0%</i> |
| <i>UPS</i> | <i>0%</i> | <i>0%</i> |
| <i>Main Scale</i> | <i>0%</i> | <i>0%</i> |
| <i>Teaching Assistant</i> | <i>0%</i> | <i>0%</i> |
| <i>Clerical</i> | <i>0%</i> | <i>0%</i> |
| <i>Other</i> | <i>0%</i> | <i>0%</i> |

Manual Dexterity

| | <i>% In post</i> | <i>% Leavers</i> |
|---------------------------|------------------|------------------|
| <i>Management</i> | <i>0%</i> | <i>0%</i> |
| <i>AST</i> | <i>0%</i> | <i>0%</i> |
| <i>UPS</i> | <i>0%</i> | <i>0%</i> |
| <i>Main Scale</i> | <i>0%</i> | <i>0%</i> |
| <i>Teaching Assistant</i> | <i>0%</i> | <i>0%</i> |
| <i>Clerical</i> | <i>0%</i> | <i>0%</i> |
| <i>Other</i> | <i>0%</i> | <i>0%</i> |

Physical Co-ordination

| | <i>% In post</i> | <i>% Leavers</i> |
|---------------------------|------------------|------------------|
| <i>Management</i> | <i>0%</i> | <i>0%</i> |
| <i>AST</i> | <i>0%</i> | <i>0%</i> |
| <i>UPS</i> | <i>0%</i> | <i>0%</i> |
| <i>Main Scale</i> | <i>0%</i> | <i>0%</i> |
| <i>Teaching Assistant</i> | <i>0%</i> | <i>0%</i> |
| <i>Clerical</i> | <i>0%</i> | <i>0%</i> |
| <i>Other</i> | <i>0%</i> | <i>0%</i> |

Continence

| | <i>% In post</i> | <i>% Leavers</i> |
|---------------------------|------------------|------------------|
| <i>Management</i> | <i>0%</i> | <i>0%</i> |
| <i>AST</i> | <i>0%</i> | <i>0%</i> |
| <i>UPS</i> | <i>0%</i> | <i>0%</i> |
| <i>Main Scale</i> | <i>0%</i> | <i>0%</i> |
| <i>Teaching Assistant</i> | <i>0%</i> | <i>0%</i> |
| <i>Clerical</i> | <i>0%</i> | <i>0%</i> |
| <i>Other</i> | <i>0%</i> | <i>0%</i> |

Ability to lift, carry or otherwise move everyday objects

| | <i>% In post</i> | <i>% Leavers</i> |
|---------------------------|------------------|------------------|
| <i>Management</i> | <i>0%</i> | <i>0%</i> |
| <i>AST</i> | <i>0%</i> | <i>0%</i> |
| <i>UPS</i> | <i>0%</i> | <i>0%</i> |
| <i>Main Scale</i> | <i>0%</i> | <i>0%</i> |
| <i>Teaching Assistant</i> | <i>0%</i> | <i>0%</i> |
| <i>Clerical</i> | <i>0%</i> | <i>0%</i> |
| <i>Other</i> | <i>0%</i> | <i>0%</i> |

Speech, hearing or eyesight

| | <i>% In post</i> | <i>% Leavers</i> |
|---------------------------|------------------|------------------|
| <i>Management</i> | <i>0%</i> | <i>0%</i> |
| <i>AST</i> | <i>0%</i> | <i>0%</i> |
| <i>UPS</i> | <i>0%</i> | <i>0%</i> |
| <i>Main Scale</i> | <i>0%</i> | <i>0%</i> |
| <i>Teaching Assistant</i> | <i>0%</i> | <i>0%</i> |
| <i>Clerical</i> | <i>0%</i> | <i>0%</i> |
| <i>Other</i> | <i>0%</i> | <i>0%</i> |

Memory or ability to concentrate, learn or understand

| | <i>% In post</i> | <i>% Leavers</i> |
|---------------------------|------------------|------------------|
| <i>Management</i> | <i>0%</i> | <i>0%</i> |
| <i>AST</i> | <i>0%</i> | <i>0%</i> |
| <i>UPS</i> | <i>0%</i> | <i>0%</i> |
| <i>Main Scale</i> | <i>0%</i> | <i>0%</i> |
| <i>Teaching Assistant</i> | <i>0%</i> | <i>0%</i> |
| <i>Clerical</i> | <i>0%</i> | <i>0%</i> |
| <i>Other</i> | <i>0%</i> | <i>0%</i> |

Perception of risk or physical danger

| | <i>% In post</i> | <i>% Leavers</i> |
|---------------------------|------------------|------------------|
| <i>Management</i> | <i>0%</i> | <i>0%</i> |
| <i>AST</i> | <i>0%</i> | <i>0%</i> |
| <i>UPS</i> | <i>0%</i> | <i>0%</i> |
| <i>Main Scale</i> | <i>0%</i> | <i>0%</i> |
| <i>Teaching Assistant</i> | <i>0%</i> | <i>0%</i> |
| <i>Clerical</i> | <i>0%</i> | <i>0%</i> |
| <i>Other</i> | <i>0%</i> | <i>0%</i> |

Brimington Manor Infant and Nursery School recognises the following benefits of a diverse workforce in our community.

- a) A wider field of recruitment.
- b) Retaining the experience and skills of employees who may become disabled during their working life and avoiding the costs of recruitment and training of new people.
- c) Developing in house expertise about what disabled staff and / or pupils may require.
- d) Providing role models for children and young people.
- e) Bringing life experiences and new skills to the school.
- d) Help foster good relations with all employees by showing that everyone is valued and treated fairly.

Educational opportunities available to and the achievements of disabled pupils.

Information about disabled pupils which is already available to the school comes from the admission process where forms filled out by parents as the pupils start school identifies specific needs. Home visits to families new to the school. Working with the early years professionals e.g. school nurse / health visitor / paediatrician

Using the understanding of which pupils may count as disabled which we have established earlier in the scheme we have analysed this data against:

- the presence;
- participation; and
- achievements of disabled pupils.

Our current disabled population is:

| <i>Disability</i> | <i>%</i> |
|--|-----------------|
| <i>Mobility</i> | <i>0%</i> |
| <i>Manual dexterity</i> | <i>0%</i> |
| <i>Physical co-ordination</i> | <i>0%</i> |
| <i>Continence</i> | <i>0%</i> |
| <i>Ability to lift, carry or otherwise move everyday objects</i> | <i>0%</i> |
| <i>Memory or ability to concentrate, learn or understand</i> | <i>0%</i> |
| <i>Perception of risk of physical danger</i> | <i>0%</i> |

The table above shows our analysis of the Disabled population in our school February 2014.

It shows:

- what % disabled pupils there are in the school;
- which impairment groups are represented in the school; and
- whether there are groups of disabled pupils who are not represented at the school.

This tells us that we currently have no pupils with disabilities in school.

Things to consider when assessing the educational opportunities available and the achievements of disabled pupils; accessing the curriculum and out of school learning:

The school will consider whether:

- *there are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties;*
- *disability issues are reflected in the curriculum;*
- *disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction*

- *impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs;*
- *there are parts of the school to which disabled pupils have limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school;*
- *different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others;*
- *access to information is planned, with a range of different formats available for disabled pupils; and*
- *other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.*
- *school will monitor the attendance, exclusion and bullying data of disabled children generally and by disability.*
- *the achievements of disabled pupils will be carefully monitored in our assessment and tracking procedures in school.*

From the analysis of the information we have collected about the participation of disabled pupils we have decided on the following priorities for the Disability Equality Scheme (these could be the same priorities as the Accessibility Plan).

Priority 1

To collect information on disabled parents, carers and others using the school in order to improve access and provision

Our priority to address this is:

1. ensure parents/carers have the opportunity to communicate information through admissions procedures regarding their child's disability and their needs.
2. maintain the systems in place to collect information about the needs of other users of the school who may have specific needs relating to a disability.
3. To ensure the views of stakeholders with disabilities are listened to and used to inform improvements to current provision.

Priority 2

To increase the extent to which disabled pupils can participate in the school curriculum.

Our priority to address this is

1. Ensure the school does not discriminate against disabled pupils in:
 - a. admissions policy
 - b. curriculum policies and practices.
 - c. non-curriculum activities
2. To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.

3. To provide a multi sensory teaching approach, to be evidenced through curriculum planning to enable all pupils to access learning opportunities where reasonably possible.
4. To ensure that actions taken towards school improvement take into account every child's right to access the curriculum and wider provision where reasonably possible.
5. Where and when applicable analysis of the achievements of our disabled pupils against the same success criteria we use for all our pupils will identify underachievement.

This includes:

- School assessments
- End of key stage outcomes, including Foundation Stage Profile and SAT'S
- Achievements in extra-curricular activities
- Achievement against A,G &T and SEN IEP's targets
- Broader outcomes such as those set out in *Every Child Matters*

*At the date of publication of this scheme we have no children with identified disabilities.

Where children are subsequently added analysis of achievement information will be found in individual pupil's assessment folders and identification of disability will be indicated within their personal folders kept in the office.

Priority 3

To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Our priority to address this is

1. All structural work undertaken in school to continue to take into account the needs of all those who may be using the building, now and in the future. e.g. the new decked area in the nursery has been installed with a wheel chair access ramp.
2. Decorating and other cosmetic work to take into account the needs of all those who may be using the building.
3. Develop procedures to prepare for children coming into school with specific needs.

Priority 4

To improve the delivery to disabled pupils /parents of information which is provided in writing for pupils / parents who are not disabled.

Our priority to address this is

1. Assess current need for other formats for information that is usually provided in written form and make provision where reasonably possible.
2. Extend the use of pictorial signage around the school.
3. Ensure the web site is kept up to date.
4. Explore alternative ways to provide information.

1.4: Impact assessment

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

The main mechanism by which our school will assess the impact of their current policies will be by bringing together:

- the issues identified through the involvement of disabled pupils, staff and parents.
- the issues identified through the involvement of non-disabled pupils, staff, governors and parents and other users of the school premises.
- the information that the school holds on the disabled pupils, staff and parents.

Over the lifetime of the scheme we will assess its impact upon disabled children and adults using the school. We will involve disabled people in prioritising what is to be looked at first. Impact assessment will be incorporated into the school's planned review and revision of existing policies and into the process of developing new policies.

2: Identifying the main priorities for your school's scheme and deciding your actions.

The priorities for the school's scheme have been set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils and those caring for them, staff and parents and professionals who have been involved in the development of the scheme.

Priorities identified are about:

- Improving the involvement of disabled pupils, staff and parents.
- Developing a workable system for collecting information on disabled parents, carers and others using the school
- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the delivery to disabled pupils /parents of information which is provided in writing for pupils / parents who are not disabled.

The actions we will take to promote equality of opportunity will address the six elements of the general duty:

Promoting equality of opportunity

We are working proactively to make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils, through this we promote equality of opportunity for disabled pupils and to secure their participation in every aspect of school life.

Priorities from our DES and accessibility plan are:

Priority 1

To collect information on disabled parents, carers and others using the school in order to improve access and provision

Priority 2

To increase the extent to which disabled pupils can participate in the school curriculum.

Priority 3

To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Priority 4

To improve the delivery to disabled pupils /parents of information which is provided in writing for pupils / parents who are not disabled.

In addition we are working proactively to develop an underlying ethos within the school that eliminates discrimination, harassment and bullying, promotes positive attitudes towards disabilities, and encourages participation by those with disabilities and an attitude of encouragement and respect from those who are not disabled.

For example:

- by keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- improving communication.
- raising awareness amongst staff and pupils of disability-related harassment and bullying;
- understand the nature and prevalence of bullying and harassment;
- recognise and address bullying and harassment;
- involve pupils themselves in combating bullying;
- ensure that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed.
- by staff modelling respectful attitudes to disabled pupils, staff and parents and visitors to the school;
- through positive images in school books and other materials.
- by pupils seeing their disabled peers included and succeeding in the life of the school;

We will ensure that the policies of the school and the climate of the school is designed to meet disabled pupils needs. We will give due consideration to the fact that in order to do this we may have to ensure that the disabled person receives more favourable treatment.

3: Making it happen

3.1: Implementation

In order to ensure that the scheme is effectively implemented within the 3 year time frame we will ensure that:

- the scheme is supported by a detailed action plan; and
- the action plan is incorporated into a framework that has the oversight of the governing body, and that progress is checked.

The action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

The scheme will be linked to both the full School Improvement Plan and the Accessibility Plan to ensure that the scheme is reviewed on a regular basis by the governing body.

Evaluation

We will evaluate the effectiveness of this scheme and reflect this evaluation in our discussions with:

- Our school improvement partner; and
- Ofsted, when the school is inspected.

3.2: Publication

The school's scheme has been published in March 2014 with the Accessibility Action Plan attached.

It is available from the School Office (Policies file) and can be provided in different formats on request.

It is also available on the school website: www.brimingtonmanor.co.uk

It is also referenced to in the School Prospectus.

This scheme was reviewed in January 2014, communicated to governors in March 2014 and will be in operation until Summer 2017.

3.3: Reporting

We will report annually (Spring 3 FULL Governor's meeting) on:

- the progress we have made on our action plan; and
- the effect of what we have done.

The report on the scheme will be through the Head teachers report to governors and through the school profile or prospectus in conjunction with the report on the accessibility plan.

3.4: Reviewing and revising the scheme

As part of the review of the scheme, we will:

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

Our Accessibility Action Plan will be attached to the Disability Equality Scheme and will be reviewed at the same time.

This Disability Equality Scheme Action Plan (Priority 1) and the Accessibility Action Plan (Priorities 2-4):

| DES SECT | TARGET | ACTION | LEAD RESP. | PERFORMANCE INDICATORS/MILESTONES |
|-----------------|---|--|-------------------|--|
| Priority 1 | <p>To collect Information on disabled parents, carers and others using the school in order to improve access and provision</p> <p>1. Ensure new parents/carers have the opportunity to communicate information through admissions procedures regarding their child's disability and their own needs to enable access to the school.</p> <p>2. Develop system to collect information about the needs of other users of the school who may have specific needs relating to a disability.</p> | <p>*Audit current admission forms and update to allow parent/carers to include details of disability needs of children, siblings and their needs relating to accessibility.</p> <p>*Make reasonable adjustments to ensure accessibility for firstly the pupils and secondly others needing access either immediately if possible or through an action plan.</p> <p>*Develop information collection procedures to communicate needs of parent/carers and other people who need to access the school to include details of disability needs relating to accessibility.</p> | Head teacher | <p>Autumn 2010 -audit complete</p> <p>Autumn 2010 -admission forms updated if required</p> <p>Autumn 2010 -any identified actions are completed and reported to governing body (November RMC meeting)</p> <p>Autumn 2010-Information collection procedures reviewed</p> <p>Autumn term 2010 -Procedures used each year to assess needs of those needing access to the school.</p> |

Accessibility Plan 2010 - 2013

Overall Aims:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school by increasing the extent to which disabled pupils can take advantage of education and associated services
- To improve the delivery to disabled pupils of information which is usually provided in writing for pupils which are not disabled

| Objective | Actions | Strategies | Time / Who | Outcome | Monitoring / Evaluation |
|--|---|---|--|---|--|
| Priority 2 To increase the extent to which disabled pupils can participate in the school curriculum | Ensure school does not discriminate against disabled pupils in: 1. admissions policy 2. curriculum policies and practices 3. non-curriculum activities | To review policies regularly with staff and governors Regularly check all children in school can access all planned and free activities, including before & after school clubs | HT / Staff & Gobs – as policies are reviewed | Policies refer to accessibility issues All children are able to access the curriculum and non-curriculum provision | HT & Gobs – address issues at TLC meetings each term |
| | To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage | Ensure measures are in place to evaluate each child's needs as they enter school or as their needs change and make reasonable adjustments to provision when needed. Using an Individual Care Plan where necessary | HT / Staff & Governors as required | Specific needs of children with disabilities are assessed, recorded and monitored | HT & SEN Governor report to TLC meetings |

| | | | | | |
|--|--|---|--|---|---|
| | <p>To provide a multi sensory teaching approach, to ensure all pupils have access to learning opportunities where reasonably possible</p> <p>School Improvement Plan</p> | <p>When appropriate:</p> <ul style="list-style-type: none"> a) Staff training b) Shared good practice c) open discussion d) Feedback from targeted observations <p>To ensure that SIP takes into account every child's right to access the curriculum and wider provision where reasonably possible</p> | <p>Termly evaluations</p> <p>Head teacher's report to Governors - termly</p> | <p>Children with disabilities are able to achieve as well as those without</p> <p>Governors are sure school successfully tackles accessibility issues</p> | <p>HT / Subject coord monitoring of curriculum – termly / part of rolling monitoring programme</p> <p>HT / Govs monitor SIP and needs of disabled</p> |
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| Objective | Actions | Strategies | Time / Who | Outcome | Monitoring / Evaluation |
|---|--|---|---|---|--------------------------|
| <p>Priority 3</p> <p>To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</p> | <p>All structural work undertaken in school to continue to take into account the needs of all those who may be using the building now and in the future</p> <p>Decorating and cosmetic work to take into account the needs of those who may be using the building</p> <p>Preparation for children coming into school with specific needs</p> | <p>Seek advice from DCC where possible. Carry out regular risk assessments and health and safety checks that include accessibility issues</p> <p>Take advice DCC re-accessibility before beginning work where appropriate</p> <p>Where notice is given regarding the needs of a child not yet in school start as early as possible to prepare for the specific needs of the child</p> <ul style="list-style-type: none"> • Identify areas of development with parents and outside agencies involved • Plan actions necessary • Carry out changes • Evaluate effectiveness | <p>Termly – H & S walks. Report to RMC Gobs if required</p> <p>As required</p> <p>As required</p> | <p>Pupils with disabilities can enjoy and learn within the school and outdoor learning areas</p> <p>Pupils with disabilities can enjoy and learn within the school and outdoor learning areas</p> <p>School is prepared where possible as the child starts school</p> | <p>HT report to gobs</p> |

| Objective | Actions | Strategies | Time / Who | Outcome | Monitoring / Evaluation |
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| <p>Priority 4 To improve the delivery to disabled pupils / parents of information which is provided in writing for pupils / parents who are disabled</p> | <p>Assess current need for other formats for information that is usually in written form and make provision where reasonably possible</p> | <p>Through staff meetings and advice from DCC</p> <p>List of pupils / parents with specific needs kept in office</p> <p>Letter about disability needs given in new pupil pack</p> | <p>Autumn 2010 onwards</p> | <p>Issues explored and identified children or parents receiving information in an appropriate format</p> | <p>HT to regularly audit provision - termly</p> |
| | <p>Extend the use of pictorial signage around the school</p> | <p>HT to ensure new / updated signage has pictures or symbols when useful</p> | <p>Autumn 2010 ongoing</p> | <p>School easier to navigate</p> | |
| | <p>Ensure website is kept up to date</p> | <p>KF / SG to ensure newsletters and important information is updated regularly on web site</p> | <p>Termly</p> | <p>All access newsletters and information</p> | |
| | <p>Explore alternative ways to provide information</p> | <p>All staff involved in researching different ways</p> | <p>Autumn 2010 - ongoing</p> | <p>All access newsletters and information</p> | |