

Accessibility Plan/Disability Equality Scheme

**Fell Dyke Community Primary
School**



Accessibility Plan/Disability Equality Scheme

School name: Fell Dyke Community Primary School

3 year period of the plan: March 2017 - March 2020

1 Vision, Values and Ethos

Fell Dyke Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve disabled people in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/ her potential and feel valued as an individual who can contribute to the life of our school and society in general.

We promote:

- pupil self-confidence so that each pupil develops a sense of personal worth and is confident in his/her ability to succeed.
- relationships to help pupils develop good relations with others, based on mutual respect and consideration, and an understanding of, and a tolerance towards various races, religions and cultures.
- co-operation to develop pupils' abilities in contributing as members of groups and recognising their responsibilities.
- self discipline so that pupils understand the need for high standards of behaviour and to develop responsibility towards people and property.

2 The legal context

The 2010 Equality Act and the 1995 Disability Discrimination Act (DDA) introduced a duty, which applies to all schools, which sets out a general duty to promote disability and a specific duty to publish an

accessibility plan. It requires schools to be more proactive in their approach to promoting disability equality and eliminating discrimination. Our definition of disability defines a disabled person as someone who has:

'a physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

This definition covers 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 only if the effect is on a person's ability to carry out normal day-to-day activities. *See Appendix D for a list of impairments that would effect normal day-to-day activities.*

The duty puts greater focus on approaches to policy development and management of issues in relation to disability.

Part 4 of the DDA requires that the governing body increase access to education for disabled pupils. Our school has produced with this scheme an Accessibility Plan, which identifies actions based on our self-evaluation that will promote opportunities for participating in curriculum; accessing the building and services and delivery of information to pupils and adults. *See Appendices A, C and D.*

3 Involvement of pupils, staff, parent/carers, governors, agencies and service providers

A working group representing the views of disabled people are fulfilling our statutory duty to involve disabled people in the production of this disability equality scheme (DES). This group consists of:

- Helen Sellars – Assistant Head Teacher
- Richard Marshall - Governor
- Suzanne Peacock – TA
- Alison Orton - SBM
- Deborah Burns - Parent

Pupils in our school, including our school council, have provided their views to the group on accessibility issues and the provision they are receiving. *See Appendix B.* From the Annual Review of pupil statements we collate pupil and parent views to inform our scheme. Through respectful relationships with disabled pupils we would acknowledge their feelings and respond to their views.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments.

We will seek to record views of external agencies, voluntary groups and services we procure to make adjustments and inform our disability equality scheme.

An annual report will be provided from the working group to the governing body identifying priorities for school action.

4 Information Gathering in relation to the recruitment, development and retention of disabled employees

Fell Dyke Primary school will follow local authority guidance on the collecting of information on disabled employees and the recruitment of new staff. This information will be available on the local authority school staffing database. It will be analysed by our school to show where disabled staff are deployed across the school. Other areas of analysis will cover: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff who voluntarily provide information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the local authority agreed policies on sickness and returning to work. Our school would seek to contact the 'Access to work' scheme to explore possible support to staff if required during their employment.

5 The educational opportunities available to, and achievements of, disabled pupils

The school maintains a pupil tracking system, which provides current data for analysis on pupil attainment and achievement. This system also provides specific information on pupil disability and attainment. Pupils with a disability will be registered on admission to Fell Dyke Primary school. Information will be collected through the transfer of records from previous schools, the local authority and parents to ascertain pupil needs and levels of attainment and achievement in order that consideration be given to provision and access to curriculum. Further detail is available in our school's SEN and Admissions Policies.

In order that pupils can have full access to the curriculum the school will provide priorities in the school Accessibility plan which will address giving pupils greater participation in the curriculum if they have a disability.

Consideration will be given to the management of pupils with medical needs and their care plans to access the curriculum.

The following questions would be considered to identify priorities:

- Are there areas of the curriculum to which a disabled pupil has limited or no access?
- Are pupils fully participating in extra-curricular activities?
- How are we addressing those areas of the school building that are not accessible to disabled pupils, staff or others?
- What forms of communication can we provide for pupils and adults?
- Does our written information allow greater access to the curriculum and information on our school?
- Are we monitoring policies and practice? e.g. administration of medicines, staff development on inclusion areas, incidents that may affect disabled pupils

Further questions are in Appendix C.

6 Impact, reviewing and reporting our scheme

The scheme will be monitored by the governing body and will be reviewed annually with the SEN policy and Accessibility Plan. The review of the scheme will cover:

- Information on attainment and achievement for those pupils with a disability.
- Current pupils, staffing and others who are registered with a disability.
- A record of the progress made against the school accessibility plan.
- Adjustments that are to be considered in the school SEN policy which would cover staffing and provision.
- Priorities that would be included in updating the SEF and school improvement plan.

Our scheme is reported on annually to the governing body. A summary of the scheme priorities are in the school prospectus and on our website. *See Appendix C for further questions that may be used by the governing body to assess the quality of the scheme.*

Appendices

Appendix A Accessibility Plan and Disability Equality Scheme Activities

Appendix B Pupil views primary, special and secondary

Appendix C The Disability Equality Duty and the Governing Body (GB)

Appendix D The Equality Act 2010 definition of disability



Appendix A:

Accessibility Plan & Disability Equality Scheme Activities

School: Fell Dyke Community Primary School

Date: February 2017

Activities	Resources	Date achieved	Responsible	Outcomes
1. Leading and monitoring the disability equality scheme				
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them.	Staff meetings Governing Body meetings	By February 2020 (In accordance with review cycle)	Governing Body Head Teacher All staff	All policies reflect our school's vision and values
Establish the disability working group to ascertain views of disabled people identify key actions and promote greater involvement in school life.	Members: Helen Sellars – Assistant Head Teacher Richard Marshall - Governor Suzanne Peacock – TA Alison Orton - SBM Deborah Burns - Parent	February 2017	Assistant Head Teachers and Head Teacher	Working party established and active
Review and update the school accessibility plan and its actions	Working Party to review	March 2017	Working Party	Review carried out
The DES will be monitored and reviewed on an annual basis.	Working Party meeting Staff meeting Governing Body meeting	Spring term annually with SEND Policy – to be reviewed by Curriculum Committee	Governing Body Assistant Head Teachers and Head Teacher	Review carried out annually
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Phase meeting Update SIMS Pupils' views survey	Phase Leaders Admin Team Admin Team	Governing Body Assistant Head Teachers and Head Teacher	Database accurate
Ensure accurate information held in SIMS	Time during phase meeting to identify all disabilities	February 2017	SBM Assistant Head Teachers and Head Teacher	All school staff have up to-date information
Ensure staff are able to meet identified needs	CPD arranged	Ongoing	Assistant Head Teachers and Head Teacher	All staff can meet the needs of the children in their class

2 Promoting curriculum access for disabled pupils and adults				
Pupils with disabilities can access ICT	CPD has been delivered on Clicker 7 and a range of Apps. Ipads have accessibility features to support those with learning and living differences	Ongoing	Class Teachers Assistant Head Teachers and Head Teacher Computing Lead Teacher	All children and adults can access the full range of ICT
School visits are made accessible to all pupils irrespective of attainment and impairment.	Risk assessments Pre visit visits	February 2017 onwards	Governing Body Assistant Head Teachers and Head Teacher Teaching staff	All children access all visits
Pupils with disabilities are encouraged to take part in music, drama and physical activities	All activities accessible Risk assessments	February 2017 onwards	Governing Body Assistant Head Teachers and Head Teacher Teaching staff	All children able to access music, drama and physical activities
3 Improving the quality of information for and about disabled pupils and adults				
Provide on the website information in a range of formats	Disabilities identified on child's admittance to ensure information can be received appropriately Specific arrangements made to meet identified needs	February 2017 onwards	Admin Team SBM Assistant Head Teachers and Head Teacher	Website is accessible to those with a range of additional needs.
Ensure the website itself is accessible to those with additional needs	SBM to contact website developer to consider accessibility options for the school website.	July 2017	SBM Assistant Head Teachers and Head Teacher	Website is accessible to those with a range of additional needs.
Ensure that parents who have a disability can receive information and reports by an alternative method	Disabilities identified on child's admittance Specific arrangements made to meet identified needs	February 2017 onwards	Admin Team SBM Assistant Head Teachers and Head Teacher All Staff	Parents receive information which they are able to access.

4 Improving the physical environment of the school and its services

Ensure that pupils in wheelchairs can move around the school without experiencing barriers	Repairs to paving stone near school pedestrian entrance Possible adjustments required to field path. SBM to obtain quotes for possible work. Possible adjustments required to forest path. SBM to obtain quotes for possible work. Path laid to amphitheatre	Sep 2017	SBM Head Teacher and Assistant Head Teachers	All able to access all areas
Provide pathways to travel around the site	As above	Sep 2017	Head Teacher and Assistant Head Teachers	All able to travel around the site safely
Emergency evacuation covers pupils and adults with a disability	Personal Evacuation Plans in place for children with disabilities that will require additional support in the event of an evacuation. Fire drills to prepare for actual event at different times of the day with all staff members including MSAs.	From Feb 2017 onwards	Head Teacher	All able to evacuate the building safely
Provision in place for pupils with bowel and bladder conditions	Closimat toilet is fitted and available for pupils that require it	Feb 2017 onwards	SBM Head Teacher Care taker	Facilities in place for pupils with continence issues and bowel control difficulties.
Improved signage for children with social and communication difficulties in communal areas	PEC Cards/Ice Pack images Software to create visual signs.	Sep 2017	Assistant Head Teacher	Children with social and communication difficulties have access to signage in

Appendix B: Example

Pupil Views on Meeting My Needs – Primary/special

Name:

Date:

This is how I feel about:

Getting to school	☺	☹	☹
Being at school	☺	☹	☹
My classroom	☺	☹	☹
Sitting with my teacher	☺	☹	☹
Getting help from my teacher	☺	☹	☹
Working on my own	☺	☹	☹
Working in a group	☺	☹	☹
Listening to the teacher	☺	☹	☹
Pupils who talk too much	☺	☹	☹

I think:

	Yes	Sometimes	No
My teacher explains well when I am stuck			
I get help when I ask			
My school cares about me			

I like/don't like

Using the computer	☺	☹	☹
Writing	☺	☹	☹
Reading	☺	☹	☹
Number/Maths	☺	☹	☹

Appendix B

Pupil Views on Meeting My Needs – Secondary

Question	Comment
1 During the school day you have another person giving you extra support with your work. How helpful do you find this? Are there any difficulties because you get this extra support?	
2 You have additional support separate from your fellow classmates (e.g. in the library). How do you feel about this? Do you feel you miss much that has gone on in class without you? How can we do things better?	
3 Can you think of an example where the additional support has helped you understand a topic or a subject better?	
4 Are there activities - either in class, in technology, or in P.E. or games - which you would like to do but don't get the chance to do? What are they, and why don't you get the chance? What can the school do to help you in this?	

Appendix C

The Disability Equality Duty and the Governing Body (GB)

Questions the governing body may want to ask itself as re responsible body for the school

1 Duties to disabled pupils, staff and parents

	Yes	No	Evidence
Does the GB receive reports on how the school is meeting its duties to: <ul style="list-style-type: none">• Disabled pupils?• Disabled staff?• Disabled parents, carers, governors, other disabled people who use the school?			

2 Disability equality duty: General duty

Does the GB have regard to the need to: <ul style="list-style-type: none">• Promote equality of opportunity for disabled people?• Eliminate disability discrimination?• Eliminate disability-related harassment?• Promote positive attitudes towards disabled people?• Encourage participation by disabled people in public life?• Take steps to meet disabled people's needs, even if this requires more favourable treatment?			
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3 Disability equality duty: Specific duty

Does the school have a disability equality scheme?			
Did the school involve disabled people (pupils, staff, parents) in the development of the scheme?			
<p>Does the school's scheme show:</p> <ul style="list-style-type: none"> • How disabled people have been involved? • How information is gathered on the effect of the school's policies on: <ul style="list-style-type: none"> - recruitment, retention of disabled staff? - Opportunities for, achievements of disabled pupils? • How the school assesses the impact of policies, current or proposed, on disability equality? • The steps it is going to take to meet the general duty (the school's action plan)? • How information will be used to support the review of the action plan and inform subsequent schemes? 			
Did the school implement the actions in the scheme within three years?			
<p>Does the GB:</p> <ul style="list-style-type: none"> • Report on its scheme annually? • Review and revise its scheme every three years? 			

Appendix D

The Equality Act 2010 definition of disability

The Equality Act 2010 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.'

Definition of the terms:

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

Things that would effect day-to-day activities:

- 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