

Beaver Green Primary School



Disability Equality Scheme & Access Action Plan

1. Introduction and aims:

At Beaver Green Primary School we believe in providing every opportunity to develop pupils' young people and adults' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

In our school building we are able to offer wheelchair access, disabled toilet facilities a well-equipped care suite and clearly marked steps etc for people with visual impairment.

2. Background:

Legal Framework: The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 and 2005 (DDA), and the National Curriculum Inclusion Statement to cover education. This plan sets out the proposals of the Governing Body of Beaver Green Primary School to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- We do not to treat disabled pupils less favourably for a reason related to their disability;
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for disabled pupils.
- We do not discriminate against anyone as explained in the DDA, 1995
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- We will encourage full participation by everyone in our school activities

Our accessibility action plan is resourced, implemented, reviewed and revised. Attached is a set of action points showing how the school will address the priorities identified in the plan.

3. Definitions of disability:

For the purpose of this document, people with disabilities, as identified by the Disability Discrimination Act 2005 are as follows:

- Learning disabilities.
 - Mental health conditions.
 - Mobility Impairments.
 - Blind and partially sighted people.
 - Deaf and hearing-impaired people.
 - Progressive long-term health conditions.
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- A person has a disability if he/she has a physical or mental impairment that is:
 - Substantial
 - Long-term and
 - Has an adverse effect on his/her ability to carry out normal every day activities and learning.

4. Principles:

- Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities Policy and the operation of the school's Special Educational Needs and Disability (SEN & D) Policy
- **The school follows the Kent Local Authority admissions policy, which does not discriminate a disabled child**
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- When recruiting staff disabled people will not be discriminated against
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils

- by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities

5. Purpose and direction of the school's plan:

The Beaver Green Primary School's Disability Equality Scheme (DES) and Accessibility Action Plan (AAP) aim to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

6. Information from pupil data and school audit:

Information about the needs of disabled people will be gathered through:

- Pupil admission information
- Parental questionnaire
- SIMS data
- SEN reviews/EHCPs
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies

7. Views:

To ensure Beaver Green is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Those to be consulted in the development of our DES and AAP will include:

- Pupils with and without a disability
- Parents of pupils who have a disability
- Staff
- Governors
- Local Special Schools and Outreach Teams

Our consultation will include questions about barriers to learning and full involvement in school life and::

- Movement around the building and grounds easily and confidently
- Having equal opportunity to access lessons and other activities
- How we could improve communication between home and school
- How we could raise awareness and any issues so that all members of the school community could be more proactive in including disabled people in every aspect of school life

8. The main priorities in the school's plan:

- Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs
- Improve the accessibility of written information to disabled pupils, young people and adults

9. Making it happen:

Audit, management, implementation and monitoring

- Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all through the Mainstream Core Standards.
- Children have personalised plans, provision maps and targets - reviewed regularly throughout the year.
- All staff are trained in Assessment for Learning and this continues to be developed and updated
- Analysis of data allows us to measure the impact of intervention and support strategies for children - completed through termly pupil progress meetings.
- Teaching assistants are trained and work in collaboration with the teaching staff and parents to ensure appropriate support is offered to children with disabilities
- SEN & D register is kept up to date
- Appropriate and specific intervention programmes for pupils with SEN & D
- Advice is sought from Specialist Teacher & Learning Support service (STLS), Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the building and grounds:

- Structured and supportive playtime and lunchtime activities led by staff at the school
- Ensuring all adjustments to current buildings are DDA compliant
- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit need

(b) learning and teaching:

- We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- Academic progress is monitored and 'value added' considered - monitored through reviews and termly pupil progress meetings.
- Additional support (small group or 1:1) will be provided where possible
- Personalised plans and targets ensure aptness of teaching and learning strategies
- Progress towards these will be reported to parents regularly at least 3x per year with an annual review completed for all children with an EHCP.
- Using o-track and the school's own tracking, we are able to monitor and analyse the achievement of all our pupils
- Review of policies in school is ongoing, including updates to the Anti-bullying and PSHE policies
- The school website will be reviewed.
- HNF will be accessed to support learning needs if appropriate.

(c) communication methods

- Use of interactive whiteboards
- Use of ICT resources by pupils

- Visual timetables for some pupils
- Communication with parents
- Diary and news pages on the school website
- Informal discussions with parents
- Telephone messages and conversations with parents
- Most information is available electronically and can be converted to other appropriate formats
- Parent Surgeries

The effectiveness of these adjustments will be monitored and opinions will come from:

- Pupil interviews / voice
- School Council
- Parental questionnaires
- Staff questionnaires/interviews (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside Agencies

Monitoring and Impact Assessments

The Governing Body will review the Action Plan annually. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense for those pupils on our disability register.

- The action plan will be evaluated and updated annually.
- The disability register will be updated as and when necessary.
- The school census will be updated annually.
- Formal review of the scheme will take place after three years from ratification of the policy.

ACTION PLAN FOR DISABILITY EQUALITY SCHEME
May 2020 – May 2022

	Activity/resources	Responsible	Timescale	Outcome
Collecting views to inform scheme	Collect views of pupils on disability register through pupil interviews	TH, BK	Term 2 2021	
	Send out/collect in questionnaires to parents	Admin / CI	Twice annually	
	Revise new admissions pack to include questions for parents of children with disability	SP, JR, LH	Annually	
	Consideration of collected stakeholders' views	SMT / Governors	Governors meeting with SENCO Term 2 2021	

Premises and Environment	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school	Governors / Site Manager	By October 2020	to be completed by site manager.
	Consider as part of the audit the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.	Governors / Site Manager	Ongoing	
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget. (Further actions to be developed following audit).	Governors / Site Manager	Ongoing	

	Activity	Responsible	Timescale	Outcome
Policies and initiatives	Behaviour Policy Review	LH	Term 2 2020	
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment or dyslexia	TH, Admin, All Staff	From May 2020	This is regularly checked and any adjustments for letters / information is made accordingly. Texts are sent to parents / staff. Marvellous Me is used together with google classroom
	Include aspects of Disability Equality in school assemblies	All staff, (Assembly Rota)	From May 2020	To be included regularly throughout the year
	Increase awareness of and positive attitudes towards disability through the curriculum	All teachers	Ongoing	PSHE lessons Welfare Thrive
	Review of other linked policies: SEN& D, Health and Safety, Equal Opportunities, Anti-bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Transfer of Medical information	Staff and Governors	Ongoing	Policies reviewed as appropriate
	Ensure staff is fully briefed and up to date with DES and that it is added to induction training of new staff –	LH / TH	By July 2021	New induction pack completed and reviewed. On-line accessibility.

	Activity	Responsible	Timescale	Outcome
Using Data to develop	Devise Disability Register. (Pupils and staff)	TH / TM / ADMIN	Ongoing	A disability register has been set up in conjunction with SEN Manager and admin.
	Add Disability Register to SIMS	TH / TM / ADMIN	Ongoing	A disability register will be set up in conjunction with SEN Manager and admin.
	Establish method of collecting data on SIMS to analyse ✓ Attendance ✓ Exclusions	SR	Ongoing	As part of Academy monitoring process
	Create class file with basic medical information for teachers. Passed on and discussed with new teacher at the beginning of a new school year.	Office - JB	Ongoing	Care plans completed for all children requiring them in care suit.

	Activity	Responsible	Timescale	Outcome
Access to the Curriculum	Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments' made	SLT / phase leaders	Ongoing	Monitoring schedule in place
	Review of resources / provision with consideration to suitability and development of pupils on DR	TH, TM, All Staff	Ongoing	ongoing, equipment bought as needed
	Audit of staff training needs	SMT, All Staff	Ongoing	

Assessment:

- ✓ The completion of essential set up tasks
- ✓ The impact of better awareness of everyone in school producing more positive opinions
- ✓ Improved academic results and standards

Monitoring and evaluation:

- ✓ Consider views of those on disability register and their parents
- ✓ Governors to be aware of and following guidelines in 'Duty Checklist'

Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy 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.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- AD(H)D

An impairment does not in itself mean 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. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and 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.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	

Social, emotional and mental health difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	

Appendix C
Questionnaire to Parents

Dear Parent/Carer,

Beaver Green Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life.

At the moment governors, parents, staff and children are working on the Disability Equality Scheme and Accessibility Action Plan and we need the views of our parents and children.

Your child's name is entered on our school records as suffering from an allergy, medical condition or specific learning difficulty.

We would be grateful if you could talk to your child about the effect this may or may not have on his/her schooling and complete the questionnaire. If your child is very young and cannot answer themselves please complete the form giving your views.

The questionnaires should be returned to the school office by

As always your assistance is much appreciated.

Yours sincerely

Child's Name: _____ Class : _____

Identified condition: _____

1) Does your child's condition affect them at school? YES/NO
If Yes please provide details -

2) What does the school do to support your child with their condition?

3) What else could the school do to improve the support your child receives?

4) Please provide any additional information you feel may be useful:

Continue on reverse if you need more space. Thank-you for your time.