



## DISABILITY EQUALITY SCHEME FOR 2016-2019

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 Scheme 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 delivery of information to pupils who may have difficulty in accessing written language.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school 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 and users of the school.

### **1A: Vision and Values: Stockton Primary School's Disability Equality Scheme**

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

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

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

### **1B: Information from data and analysis of need**

The Disability Discrimination Act 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, 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, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An 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 Stockton Primary School shows a broad spread of ability, but is average overall. At the time of writing, 1.2% of pupils has a statement of special educational needs.

Following an audit of needs we have concluded that approximately 7% of our pupils would meet the above disability definition and less than 1% of staff. We have several parents, siblings and grandparents who would also meet these criteria.

In November 2014, Ofsted commented, "The number of disadvantaged pupils in each year group is small and their attainment varies from year to year. Across the school, disadvantaged pupils are keeping pace with others. In 2014 the overall attainment of these pupils matched that of others in the school."

Staff at the school have undertaken the following training:

Team Teaching – 4 teaching assistants, 2 teachers – all teaching staff will have refresher training in Spring 2017)

Epipen training – 2 teaching assistants, 4 mid-day supervisors, office staff.

Diabetes training – 4 teaching assistants, office staff

First Aid, including paediatric first aid – 4 teaching assistants

We recognise the need to ensure training is repeated for new members of staff and that training needs may change with the needs of children admitted to school, or when children develop conditions during their time in school.

Over the last two years the attendance of pupils with disabilities has been at least commensurate with the school average if not above average. No pupil with a disability has been excluded in that same period.

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

- Rebuilt the entrance to the school to ensure that it is accessible to wheelchairs.
- Replaced the fire door in the hall, ensuring easy disabled access.
- Extensively renovated the Early Years building. This now has disabled access and a disabled toilet. The building can be subdivided so that Community Groups can also make use of it via the Southam and District Parenting Project.

The Combined Action and Accessibility Plan attached to this Scheme details further planned improvements.

School trips are planned on the basis that all pupils are included. The Integrated Disability Service and Local Authority Educational Visits' Co-ordinator will be consulted for alternative venues where necessary.

Staff from Fossils, our Before and After School Club are included in all our training. Activities are planned on the basis that any pupil in school will be able to access the club if their parents and carers need to make use of the service. Where necessary our SENCO and the Headteacher provide advice and support on how to meet the needs of these children.

Using RAISEonline and lesson observations by senior staff, we track and analyse the achievement of all our pupils. Through this analysis we have identified the following issues for our pupils with disabilities (See also Self Evaluation Form and Learning Improvement Plan):

- Teachers and TAs continue to need more time to plan together, particularly to identify next steps and more focused target setting for individual pupils and develop use of pre-teaching to enable greater inclusion in plenary / whole class sessions.
- A need to review resources and the school environment to meet specific needs as children move through the school.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. Further monitoring of recruitment, retention and career development in relation to staff needs to be undertaken. The school will also liaise with local initial teacher training providers to make them aware of the accessibility of the school for a student with a disability during any discussions about a PGCE placement.

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 – September 2016
- Anti-bullying – November 2016
- The administration of medicines – November 2016 - Governors to monitor.
- Healthcare Plans to be reviewed with the School Health Advisor and other professionals as required

### **1C: Views of those consulted during the development of the Scheme**

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

- Parents' survey.
- Consultation with the School Council.
- Discussions with staff
- Consultation with the school Educational Psychologist and support service colleagues eg Integrated Disability Service and Early Intervention Service

## **2 Starting Points**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

See Combined Action Plan and Accessibility Plan (Appendix 1).

The school is committed to incorporating "Quality First Teaching" principles into all lesson planning.

The school's SENCo role is shared between the Head Teacher and a specialist teacher from the Early Intervention Service. It is our intention that, during 2016/17, they will improve the way that the SENCo role is developed, thus ensuring that there is greater understanding of our SEN pupils. They will focus on:

- evaluating the effectiveness of interventions and relative effectiveness;
- observing more 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 PSHE Co-ordinator will continue to review how well we are developing awareness of disability through the PSHE Curriculum, the assembly programme and through visiting speakers. In the last few years we have had a visit from Guide Dogs for the Blind and we have supported charity work such as Children in Need and Save the Children.

### **2B: 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 Combined Action Plan and Accessibility Plan (Appendix 1).

### **2C: Improving the delivery of information that is provided in writing to those who may have difficulty in accessing written information**

See Combined Action Plan and Accessibility Plan (Appendix 1).

Parents and Carers of new pupils are made aware that they can request letters, newsletters etc in different formats (e.g. in Braille, in simplified language, on audio-tape or video-tape, using a symbol system). Wherever possible information is now emailed to home so that parents can enlarge documents to the size they need or use their own software to access information.

Much of the information that parents and carers may need to access is also available on our website, which enables people to use their own software to access it effectively.

In addition various improvements are included in the Action Plan (see Appendix 1) in relation to improving signage (emergency procedures, internet safety, school rules, health and safety etc).

We need to ensure that all classrooms have photos of staff on the door and Widgit Symbols to indicate the room function.

### **3. Making it happen**

#### **3A: Management, coordination and implementation**

This Scheme will be reviewed annually by the Senior Leadership Team and Resources Committee. A report updating the Governing Body will be presented annually during the Spring Term to inform budget planning for the new financial year. The update will be preceded by consultation with pupils, staff and parents as necessary. The update will include specific evidence of impact over the preceding twelve month period.

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Self-evaluation Form
- SEN Self-evaluation Form
- Learning Improvement Plan;
- Staff Training Plan;
- Asset Management Plan;
- Health and Safety Action Plan

#### **3B: Getting hold of the Scheme**

**The Scheme is available in the following ways:**

- The Scheme is available on the school website
- A copy can be requested from the School Office or alternatively we can email it to you.

Anne Bedgood  
Headteacher  
22 November 2016

Next review: September 2019

## Disability Equality Scheme Action Plan and Accessibility Plan



Stockton Primary School

Date: 2016-2019

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to Curriculum</b> Ensure ICT resources are appropriate for pupils with disabilities</p>	<ul style="list-style-type: none"> <li>Review accessibility of ICT resources (including projectors and screens)</li> <li>Involve pupils in review of new software</li> <li>Train TAs and admin staff on use of Communicate in Print</li> </ul>	Autumn term 2017	Release time for TAs	Head	Resources Committee Spring Term 2018
<p><b>Access to Curriculum</b> Create effective learning environments for all</p>	<ul style="list-style-type: none"> <li>Ensure all lessons are planned with the needs of all children in mind. Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>Ensure that pupil tracking systems are rigorously used to track progress and identify where further intervention is required for pupils to make good progress.</li> <li>Identify and purchase resources as budget allows to support teaching and learning across the curriculum to ensure pupils make good progress.</li> <li>Ensure all classrooms and resources are organised in accordance with pupil need.</li> <li>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school.</li> </ul>	Ongoing	Staff meeting time – termly to review planning and assessment resources.	All staff	SENCo and Head through lesson observations and sampling lesson planning.

	<ul style="list-style-type: none"> <li>Review PSHE and PE curriculum and policies.</li> </ul>	Summer Term 2017	2 x ½ days for subject leaders - £200	PE and PSHE coordinator	Head
<b>Access to wider curriculum</b> Increase participation in school activities	<ul style="list-style-type: none"> <li>Audit participation in extra-curricular activities and identify any barriers</li> <li>Ensure school and Fossils activities are accessible to all students</li> <li>Seek advice from IDS re alternative accessible venues for school trips if necessary</li> </ul>	Summer Term 2017	1 x ½ day for PE Coordinator using Sports Grant	PE Coordinator	Head and Resources Committee
<b>Impact Analysis</b> Ensure all policies consider the implications of Disability Access	<ul style="list-style-type: none"> <li>Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve school council in all reviews.</li> <li>Governors to monitor procedures relating to the administration of medicines</li> <li>Consult pupils and staff on any proposed changes</li> <li>Introduce new/revised policies</li> </ul>	Spring Term 2017  Spring Term 2017	Leadership Team and SENCo time to review policies	Leadership team and SENCo	Performance and Standards Committee. Resources Committee.  Governors
<b>Premises</b> Increase site access to meet diverse needs of pupils, staff, parents and community users	<ul style="list-style-type: none"> <li>Review personal evacuation plans</li> <li>Continue to improve signage of evacuation procedures, internet safety, fire drill etc</li> <li>Review new signage of room functions</li> </ul>	Summer Term 2017	Time for TAs to make new signs	Class Teachers  TAs trained in Communicate in Print Head and SENCo	Resources Committee
<b>Attitudes</b> To promote positive	<ul style="list-style-type: none"> <li>Review PSHE curriculum</li> <li>Review assembly programme:</li> </ul>	Summer and Autumn Term		PSHE Coordinator	Leadership team and Governors

attitudes to disability	<p>widen focus of different/same theme</p> <ul style="list-style-type: none"> <li>• Involve local disability groups in assemblies and visits to school</li> <li>• Ensure achievements of pupils with disabilities are celebrated equally with other pupils in Family Assembly and the Newsletter</li> </ul>	2017		Head and Admin staff	
<p><b>Newsletters and Information</b></p> <p>Availability of documents in alternative formats</p>	<ul style="list-style-type: none"> <li>• Provide large print and audio formats etc as required</li> <li>• Monitor uptake of documents in alternative formats</li> <li>• Send letters and newsletters by email where possible so parents and carers can use appropriate software to access them</li> <li>• Provide homework information on DoJo wherever possible so parents and carers can use appropriate software to access them</li> <li>• Use of Communication in Print software</li> </ul>	Ongoing		<p>Admin staff</p> <p>Admin Staff</p> <p>Admin Staff</p> <p>Class Teachers</p> <p>TAs trained in Communicate in Print</p>	Leadership team
<p><b>Staff</b></p> <p>Promoting equality of opportunity for staff</p>	<ul style="list-style-type: none"> <li>• Monitor data in relation to recruitment, retention and professional development</li> <li>• Encourage disclosure of disability</li> <li>• Liaise with Teacher Training Providers when discussing the use of the school for placements</li> </ul>	Ongoing	Possible Access to Work application	Head	Governors