

**Disability**

**Equality**

**Scheme**

**2017-20**





## **Disability Equality Scheme and Access Plan 2017-20**

At May Bank Infants School we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

In this scheme we will outline how we can promote disability equality for all disabled pupils, staff, parents and other users of our school. This has been reviewed following an evaluation of the DES/AP 2013-16.

Our schools has a duty to promote disability equality and also to publish a **Disability Equality Scheme** which explains how we are doing this now and what we plan to do over the next three years.

**Our Duty** is to make sure that

- We do not discriminate against anyone as explained in the Disability Discrimination Act 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 remove any barriers which may discourage disabled people from playing a full part in our school life
- We encourage full participation by everyone in our school activities

### **What Do We Mean By Disabled?**

There is a **definition in the Disability Discrimination Act 1995**, which indicates that we consider someone to have a disability if he or she has *a physical or mental impairment or which has a substantial and long-term effect on his or her ability to carry out normal day to day activities*. A fuller idea of what disability means in our school can be seen in the section 'Is Tom Disabled?' in Appendix A.

Our school is situated on the outskirts of the town of Newcastle-under-Lyme and is adjacent to Wolstanton Marsh, an area of common land. There is a mixture of public and private sector housing. We have a low, but fluctuating, number of children on Free School Meals.

The school has 178 children on roll aged from 4 to 7. The school is divided into 3 year groups (Foundation Stage/Reception, Year 1, Year 2) with 2 classes in each year group. Each class has a qualified teacher and a qualified teaching assistant. All class teachers have a curriculum leader role.

In addition, the school also operates a Governor Run Nursery which currently offers 32 part-time places; although the Governors are exploring plans to expand this provision.

### **Collecting and Using Date Effectively**

The data we collect and collate can inform our school of developing patterns and trends. This information will be used to support the school's self review process and also to inform future planning.

### Creating a list of people with a disability

- We have created a list of pupils who have a disability that fits the description given in the Disability Discrimination Act 1995. We have included all the pupils on the Special Educational Needs Register then added pupils with a known medical condition. Finally, any other children, known to staff, that may be considered to be disabled. This is now part of the school's data available to all staff.
- Staff have the opportunity to disclose any disability to the Head Teacher in confidence. New staff will have this opportunity on an application and following appointment. (When we recruit new staff we follow the County's Human Resources guidelines.)
- Development of data showing disabilities of governors, parents, carers, guardians and other users of school will be ongoing.
- An audit of attendance and exclusions related to disabled pupils is done termly.
- An audit of pupil performance in KS1 SAT will be used to look for trends and areas to improve.

### Developing the Scheme with as Many Views as Possible

To achieve a welcoming school for *everyone* it is important that all users of our school have chance to voice their thoughts. Where adjustments need to be made, the best people to inform about those adjustments are the people with the disabilities. Different groups within the school have offered their ideas.

We appreciate the range of views from all users of our school. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes

- Being able to move around the building easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.
- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme – through training and 'awareness raising' – so that staff and pupils in every thinking about being proactive in including disabled people in every aspect of school life.

Our school offers limited access to wheelchair users at the moment but we are keen to find out how we can improve this.

### School buildings

- These are built on one level and have some provision for people with mobility difficulties to ensure they can get around easily. Doorways are wide enough to allow wheelchair use and there is wheelchair access to both buildings. There is a marked space for car users who need to park close to the building.
- An audit of buildings from the county Access Officer has been made to identify "reasonable adjustments" to physical environment (2013).
- We have a mobile Field Soundsystem for use in the hall or individual classrooms to support people with hearing difficulties.
- We have disabled toilet facilities.

- Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school.
- We will review mobility and access issues relating to the building each year at the Governors Health, Safety and Premises committee.
- We have a range of equipment available for use on the playground at Lunchtimes under the supervision of the Lunchtime Supervisors.
- We have improved the 'unstructured' time at lunch and break. Training for 'Huff and Puff' structured play activities has been received by Lunchtime Supervisors. A Senior Lunchtime Supervisor has been appointed who is responsible for overseeing and organising these activities. Additional equipment has been purchased. More playground markings have been installed with training for teachers, teaching assistants and LTS in how they can be used with the children.
- We have now been allowed to enclose part of the adjacent common land for the children to access safely during the school day.

### Curriculum Access

- We have full Dyslexia Friendly Status (latest renewal 2016).
- We have had the Basic Skills Quality Mark renewed (2007, 2013 and 2016).
- We have achieved the Early Years Inclusion Mark.
- We have renewed Healthy Schools Status.
- Children are taught using a variety of teaching and Learning methods as outlined in NC Inclusion statement – See appendix B.
- Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- All teaching staff are trained in 'Assessment for Learning' and this is regularly updated.
- All teachers and Teaching Assistants have completed the Inclusion Development Programme for Dyslexia, Speech, Language and Communication Needs and Autism.
- All staff have engaged in "Learn to Sign" training. Some signs are incorporated to accompany singing to make the children aware of signing.
- Individual Education Plans are written, SEN register is kept up to date and includes details of intervention programmes offered to pupils.
- Advice is sought from SENIS Advisory teacher, Educational Psychologist, Autism Outreach and many other outside agencies including Occupational Therapy, Physiotherapy, Visually Impaired Service, Speech Therapy, Speech and Language Inclusion Team, Behaviour Support, Educational Psychologist, Clinical Psychologist, SENSS, and the Hearing Impaired Service to inform staff of the best ways to provide 'reasonable adjustments.'
- When appropriate we liaise with Social Services and the Education Welfare Service. Children's needs are monitored carefully and programmes established to support them.
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.
- We have a Nurture Group for Reception led by trained TAs who have completed the 4/5 day course and are supported by the SENCO.
- Analysis of Value Added figures help school to see how effective extra support sessions, for pupils with specific learning needs, have been.
- Embedded support systems to make sure pupils who need assessments read to them have this support provided.

- ICT is used as an aid where appropriate for pupils with a specific difficulty handwriting or processing speed difficulties.
- ICT is able to offer magnified screens, coloured backgrounds and text with suitable font and colour as well as auditory support for pupils. (Can be helpful for dyslexic pupils.)
- We have installed “Sound Boxes” to accompany displays and for children who have difficulty writing to record their ideas.

### Communication Between Home and School

- School keeps parents fully informed through frequent newsletters. Parents are encouraged to have all communications via e-mail but hard copies are available to parents on request.
- Parents are informed that they can have enlarged printed copies or can ask for information over the phone or at the office.
- We are aiming to make all text easy to read – we are hoping to achieve a *Readability level of 60% and above*.
- We have an “open door” policy. All staff are available before school to see parents and appointments can be made for after school if discussions need additional time. All parents are invited to speak to teachers to discuss pupils’ progress against targets at the start of each term. Written reports are sent out annually and parents also have the opportunity to discuss these if they so wish.
- Our annual parent questionnaire includes the opportunity for parents to state whether they have a disability that causes them difficulty in gaining access to school or the information provided by the school. This has had no positive responses over the last 3 years.
- The questionnaire includes specific questions for parents with children who have learning difficulties and/or disabilities,

### Achievements of Disabled People

All pupils are encouraged to participate fully in school life. We will do our best to encourage disabled users of the school to become actively involved creating a community for everyone. School Council members are voted by pupils and all pupils, including disabled pupils, are encouraged to nominate themselves. Other responsible roles are also filled by a cross section of the pupils. E.g. Playground Leaders, Class Helpers, Lunchtime Helpers.

### Looking towards making things better – Evaluation

Our school aims to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making ‘responsible adjustment’ to:

- The building
- Learning and teaching styles
- Variety of methods of communication

The building and grounds will be improved to meet updated guidelines and any development will be done with consideration for disabled users.

### Learning and Teaching

There are always adjustments being made to aim to improve everyone’s learning experience. We will focus on checking that disabled pupils progress is in line with their abilities and that

should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately.

- Academic progress is monitored and consideration will be given to the Value Added Figure.
- All pupils on SEN register will be monitored closely and action taken to ensure they can access the curriculum at their level. This may be by working in a set of similar ability or by receiving 1:1 support in specific areas. This could be for dyslexia or may equally be support of a nurturing group to develop communication skills.
- Children receiving extra support will all have their individual support targets monitored and reported back to parents or carers verbally.
- Using pupil tracking based on Teacher Assessment each half term, RAISE online data and lesson observations we track and analyse the achievement of all our pupils.
- Planning by class teachers/subject leaders will need to identify any reasonable adjustments being made and be included in their formal plans.
- Review of school policies is ongoing. All policies are fully reviewed every 3 years unless required more frequently. These are available on the website and from the school office by request.

#### Communication with all the school's users

We aim to use a variety of communication methods

- There is a school website.
- We have the facility for parents to have letters emailed home.
- Access to written information in the classroom is constantly being reviewed and information from disabled pupils and their parents is always valuable.
- Encouraging an increase in the use of text reading facilities on the computer.

The effectiveness of these adjustments will be monitored regularly and by asking disabled users.

**Feedback** will come from

- Pupil interviews
- Parent/guardian/carer questionnaire
- Staff opinion – all staff, teaching and non teaching – at staff meetings and discussions held at department level
- Governors
- Users of the school

#### Reviewing and Monitoring how we are Creating a School which is Welcoming and Inclusive

We will review the Action Plan annually at the Governors Committee meetings during the Autumn Term. We will look again at the information we have to see if the actions we have taken have had a positive impact on the opportunities and outcomes for disabled pupils.

This can be done by:

- Pupil questionnaires
- Parent questionnaires during the Summer Term – relating to all school matters.

- Staff awareness will be raised through a termly staff meeting that is linked with Disability Equality Scheme.

### Revision of The Scheme

Constant reviewing will inform the scheme's revision, and setting new priorities on the Action Plan. We must always take account of disabled people's views and the information and data that we collect within our school. The revision will take place after a further three years – 2020.

Parents, carers and users of our school can request a copy of May Bank Infants School Disability Equality Scheme and Access Plan from the school office. Requests can be made to have a copy in large print or in a format suitable to use with speech facilities on a computer.

**May 2017**



## DES/AP action plan 2017-20

### Aims

- a) To increasing increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Seek information regarding Disabilities and additional support required from new parents as they join the school through new intake meetings	The school will be aware in advance of parental and child needs and therefore fully informed to plan for these.	Headteacher	Summer 2017	Seek information regarding Disabilities and additional support required from new parents as they join the school through new intake meetings
Agree targets and ensure that these are included within the School Improvement Plan and that resources are identified to ensure their implementation	Targets agreed	SLT & Governors SENCO	Autumn 2017	Agree targets and ensure that these are included within the School Improvement Plan and that resources are identified to ensure their implementation
<b>Improving Curriculum access</b>				
Enhance staff training to support children with ASD	Autism Tier 1 & 2 training	SENCO	Spring & Summer 2017	
Out-of-school activities are planned to ensure the participation of vulnerable groups and offer inclusive opportunities	Review all out-of-school provision to ensure compliance with legislation. All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Headteacher	Ongoing	Out-of-school activities are planned to ensure the participation of vulnerable groups and offer inclusive opportunities



Provision for Dyslexic children is enhanced with the achievement of Dyslexia Friendly Enhanced Status.	All staff participate in the required elements for Enhanced Status and provision is enhanced as a result.	SENCO	2017-20	Provision for Dyslexic children is enhanced with the achievement of Dyslexia Friendly Enhanced Status.
All children have access to ipads to support their learning	Purchase further ipads to extend usage	Headteacher	Autumn 2017	
Training for teachers on differentiating the curriculum	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum			Increase in access to the National Curriculum
<b>Improving the delivery of written information</b>				
Information available to parents is easily located on the school website. This can be viewed in different languages	New website with easily navigated format and clear information for new and existing parents. Resources are inclusive to all parents in an easily accessible form.	Headteacher & Computing Co-ordinator	March 2017	Information available to parents easily on the school website
Information available to parents to support children at home is inclusive and available in a variety of forms.	Resources are inclusive to all parents e.g. face to face opportunities in school/ booklets/ video demonstration/ workshops/ website	All staff	Ongoing	Information available to parents to support children at home is inclusive and available in a variety of forms.
<b>Improving the physical access</b>				
Improve access to current nursery room.	Replace current steps with steps that are more shallow when funds available. If major building works being planned for YR area, consider the provision of a ramp.	Headteacher	Autumn 2017	
Provide additional nursery places to give more access to quality first provision. Improve access to the physical environment for children and adults with disabilities by building provision accessed at ground level; without the needs for staff.	When funds available from School Budget and if planning consent allows.	Headteacher & Governors	Autumn 2017-20	
<b>Monitoring</b>				

Continue to update Governors as to the monitoring of the implementation of reasonable adjustments throughout the curriculum and extended school services.	Updates included in Headteacher's report to Governors.	SLT	Ongoing	Continue to update Governors as to the monitoring of the implementation of reasonable adjustments throughout the curriculum and extended school services.
Agree and formalise the systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors	Headteachers report to Governors.	Headteacher	Ongoing	Agree and formalise the systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors

**Assessment** will be

- the completion of essential set up tasks
- the impact of better awareness of everyone in school producing more positive opinions, better academic results
- a reduction in the proportion of exclusions of 'vulnerable' pupils

**Monitoring and evaluation** to be done annually by the 'Governors Curriculum Committee' during the Autumn Term

Appendix A

**Definition of Disability as written in the Disability  
Discrimination Act 1995**

PART I

DISABILITY

*Meaning of  
'disability' and  
'disabled  
person*

1. – (1) Subject to the provisions of Schedule 1, a person has a disability for the purpose of this Act if he has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

(2) In this Act 'disabled person' means a person who has a disability.

*Past disabilities*

2. – (1) The provision of this Part and Part II and III apply in Relation to a person who has had a disability as they apply in relation to a person who has that disability.

(2) Those provisions are subject to the modification made by Schedule 2.

(3) Any regulations or order made under this Act may include provision with respect to person who have had a disability.

(4) In any proceedings under Part II or Part III of this Act, the question whether a person had a disability at a particular time ('the relevant time') shall be determined, for the purpose of this section, as if the provisions of, or made under, this Act in force when the act complained of was done had been in force at the relevant time.

(5) The relevant time may be a time before the passing of this Act.

**Fuller Definition of Disability**

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 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.

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 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.

There are special provisions for people with progressive or recurring conditions.

At May Bank Infants School we will collect details of disabled

- Pupils – A list will be created using SEN register, medical records and entry data sheets. This will be held on the main school data base.
- Parents/Guardians/Carers – this information will be gathered from disclosure to school or from entry data sheets. This will be held on main school data base.
- Staff – by choosing to disclose the disability in confidence to the Headteacher. In future this information will be ascertainable from a job application form. This will be held on main school data base.

**Disability Information will be Audited According to Type**

<b>Type of Disability</b>	<b>Including</b>	
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 SpLD	Dyslexia, dyspraxia, ADHD, ASD, Obsessive compulsive Disorder	
Medical Condition	Diabetes, Arthritis, Cancer, Depression and many other conditions which require long term treatment	
Social, Emotional and Behavioural Difficulties	Behaviour and emotional differences which impact daily life	
Speech and Language	Development delay or physical difficulties leading to Sp & L extra needs.	

## **Is Tom Disabled?**

*A fuller idea of what disability means in our school*

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?
  - Mobility: getting to/from school, moving about the school and/or going on school visits
  - Manual dexterity: holding pen pencil or book, using tools in design and technology , playing a musical instrument throwing and catching a ball.
  - Physical co-ordination: washing or dressing, taking part in games and PE.
  - Ability to lift, carry or otherwise move every day objects: carrying a full school bag or fairly heavy items
  - Contenance: going to the toilet or controlling the need to go to the toilet
  - Speech: communication with others or understanding what others are saying. How they express themselves orally or in writing.
  - Hearing: hearing what people say in person or on a video, DVD, radio or tape recording
  - Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including and visual presentations in the classroom.
  - Memory or ability to concentrate learn or understand: work in school including reading, writing, number work or understanding information.
  - Perception of the risk of physical danger: inability to recognise danger e.g. jumping from a height, touching hot objects or crossing roads.
2. Is Tom's difficulty caused by an underlying impairment or condition?
3. Has Tom's impairment or condition lasted a year or more?
4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to question 1 to 4 then Tom is probably disabled under the Disability Discrimination Act. If Tom received medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.