



Disability & Equality Accessibility Plan

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Introduction

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

Duties under part 5 of the DDA require the governing body to:

- Promote equality of opportunity for disabled people: pupils, parents, carers staff 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

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 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 also 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 to disabled pupils of information which is provided in writing for pupils who are not disabled.

The purpose and direction of the school's scheme and plan: vision and values

Through partnerships with local communities Springfield Primary School will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We will ensure that all our learners, including those with a disability, aspire to the highest standards, are economically aware, and make a positive contribution to the wider world.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Strive to achieve high standards in all areas of the curriculum.
- Nurture an awareness of the need for a healthy lifestyle.
- Provide a safe and secure learning environment for all pupils.
- Provide opportunities for everyone to make a positive contribution to the community and wider world.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Ensure that pupils understand social responsibilities within the wider community know their boundaries and are mutually respectful.
- Celebrate achievement as well as attainment of all pupils.
- Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- In relation to our disabled parents, staff and members of the community who use our school we wish to ensure that no person is excluded from accessing any part of the school building and grounds due to their disability. No person with a disability will be excluded from any events held at the school. All activities within school and the local community will be inclusive.

The school has set the following priorities for the development of the vision and values that inform the plan:

- To provide appropriate induction for all new staff and governors.
- Ensure that all staff have had appropriate disability awareness training

Involvement of disabled pupils, parents/carers, staff and other users of the school

All pupils, staff, parents and community members are included into school life regardless of any disabilities they may have. Disabled parking is also available on the school in order to ensure suitable access arrangements are in place.

Background to school building

Springfield is a larger than average primary school with 451 pupils on roll (includes 60 place Nursery)

Springfield is built on a hill and is a large site. The school is fortunate in having 2 halls both of which are used for dining. The school is set in beautiful grounds which have access to 3 concrete playground spaces and a large grassed area. The nursery is housed in a separate building but shares the Foundation Stage Playground.

SCHOOL CHARACTERISTICS (from 2014 – 15 census):

CATEGORY	CHARACTERISTICS
FSM	67 pupils
SEN	89 pupils
EAL	132 pupils
ATTENDANCE	Unauthorised absences. 1.1% April-May 1.6% May –July
ETHNICITY (only gathered at Spring census so based on Spring 2015)	White British 275 Pakistani 4 White/Asian 4 White/Black Caribbean 14 Indian 11 Any other Asian Background 7 Any other White Background 3 Any other Mixed Race Background 11 Black African 5 Black Caribbean 2 Other Ethnic 1 Refused to comment 1
DISABILITY	2 pupils with disability affecting access to curriculum and/or life threatening with specific medical needs

Focused provision	8 Pupils with Complex Communication Difficulties (CCD) spread across the school

The school currently has 1 CLA children looked after. The schools' CLA Co-ordinator (SENCO) is responsible for ensuring that the CLA pupils have in place a PEP (Pupil Education Plan). The school has implemented effective systems to support its' pupils.

Disabled Pupil Presence, Participation and Achievement

- At Springfield disabled pupils are included in all areas of the curriculum. Support is provided in different ways **as outlined in their Individual Provision Map**, i.e. nurture, gross motor, fine motor and exercises for children with specific physical needs and the use of tools to aid learning.
- On entry into school the 1 pupil who has a diagnosis of Diaplegic Cerebral Palsy was inducted by the SENCO. A meeting with the pupil's parents took place to establish her needs and what difficulties if any she may encounter. **Regular opportunities are then made available for parents to come into school to discuss their progress and review their provision map.**
- A careful induction programme was taken by EYFS staff to support the transition of the physically disabled pupil into Reception. The Physiotherapists and Occupational Therapists supported to ensure that all physical and emotional needs – including size and type of furniture – were accounted for. A multi-agency meeting was conducted to ensure all staff were aware of the difficulties the pupil may encounter and how these would be managed.
- Staff received appropriate training from Inclusion support and other appropriate outside agencies to ensure they can use appropriate strategies to support and teach pupils with CCD pupils in an inclusive environment.

Currently there are no registered disabled staff working at Springfield (October 2015), disabled pupils participate 100% in all activities and no children are discriminated against. School trips take into account our disabled pupils and provisions ensure that no child is told that they cannot attend out of school activities. **In the past, pupils with CCD have accessed the residential trip taking part in all activities including canoeing and rock climbing. Usually this additional provision means taking additional adults for 1:1 or 1:2 support.**

Information gathering

The school is aware of disabled pupils in the school.

Consultation with staff and pupils indicate the following actions and considerations:

- Handrails on main staircase are too high for younger pupils.
- Better access required for Rainbow Room.
- Gate leading to Surestart ramp is too narrow.
- Specialist Visual aids required by 1 pupil will need to be refitted in different classrooms as the child moves up through the school.
- Hand rails will need installing in different toilets as 1 child moves up through the school.

For the purposes of this plan we consulted with:

- Pupils with disabilities in the school
- School staff
- Inclusion Support Staff

The views of children with disabilities and the School Council were gained from discussions with the SENCO. Issues raised were:

- Children and staff felt included in all activities that school has to offer i.e. playtime, lunchtime and P.E. lessons
- Pupils felt that all children had fair access to after school clubs and any out of school trips
- Children felt that they could get around school safely.
- Children use the ramps to access the building

As mentioned above, we currently have no staff with a disability. The SLT (senior leadership team) will in the future need to discuss how and where we record data for disabled staff. For pupils who have a disability leaving school at the end of year 6, transition programmes will need to be set up between Springfield and the feeder school (for the majority of our pupils this is **St Michaels**).

The school has set the following priorities in respect of consultation on the plan:

- Consultation with pupils and parents will be focused through termly review meetings (**Reviews of provision maps**)
- Continuing consideration of how to make the consultation accessible to all participants

Impact Assessment

- All policies pass through governing body meetings
- All policies are reviewed either annually or biannually
- Policies are presented to staff
- When reviewing policies consideration needs to take account of disabled pupils/staff and parents
- Disabled staff/parents/pupils to be consulted when reviewing such policies

Action points

- The SENCo is responsible for taking any action points to the SLT, first and foremost the head teacher
- The SENCo is responsible for ensuring that any disabled staff/parents and pupils are consulted regarding review of policies, questionnaires sent to parents and pupils

1.1.1 The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

- At present we have 10 disabled pupils, all of whom participate 100% in school activities (The number of pupils takes into account pupils with physical needs and those with a diagnosis of ASD or CCD)
- The curriculum has been revised and considerations have been taken for supporting disabled pupils.
- Systems allow all children to enter our programmes of study and develop at their own rate.
- The systems of reporting and monitoring are extensive enabling us to establish appropriate learning experiences across a range of children's needs.
- Many staff already have great experience and expertise in dealing with a range of special needs and these skills can be easily developed and transferred if and when the need arises.
- All staff are keen, caring, enthusiastic and confident, and are willing to take on extra responsibility and training to address any needs that any individual may have.
- There is determination from the SLT that all children, whatever their needs and circumstances, will be welcomed and nurtured at Springfield.

We ensure the following:

- Promote equality of opportunity
- Strive to eliminate discrimination
- Strive to eliminate bullying/harassment **and keep records of when racist/bullying incidents occur**
- Promote positive attitudes to disability
- Encouraging participation in work and social life
- Take steps to meet need's including more favourable treatment

At Springfield we ensure that coverage of the curriculum, plans and schemes of work need to be scrutinised to ensure that suggested activities are accessible to all pupils and that reasonable adjustments have been made where necessary. Curriculum in this context goes beyond the 'taught' curriculum and covers the delivery of after school clubs.

It is the Schools vision that:

- All staff/pupils/parents and members of the community have full access to either teach or be taught the curriculum.
- Parent helpers will not be discriminated against and parent support will be welcomed regardless of disability.

High quality teaching and learning for all is a priority in the school improvement plan. Raising the quality of teaching for disabled pupils will be a significant step towards achieving this aim. The SENCO and other senior leaders in the school include improving outcomes for pupils with SEN and disability as part of their monitoring role.

The school has set the following overall priorities for increasing curriculum access:

- We will ensure that all pupils participate in activities and we prevent excluding pupils upon grounds of their individual needs.
- Any school trips/visits will take into account the needs of all of our children regardless of their disability.
- Classroom activities will engage all pupils regardless of their disability

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school.

The school has set the following priorities for physical improvements to increase access:

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- Ensuring that the lift installed in the foyer, is in correct working order. Currently the school pay for a maintenance contract for the lift
 - Ensuring that disabled facilities are used by our pupils who need it

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

As part of our curriculum review detailed above the school will look at all information provided in writing to pupils. This includes:

- Homework
- Timetables
- Worksheets
- Teacher feedback and marking of work
- Notices
- Tests and examinations
- Whiteboards

Some of the priorities in this section will be met through the Curriculum Review.

The school has set the following priorities for providing information for disabled pupils:

- ***Support via provision map***
- Possibilities of joining the nurture group (if it is deemed appropriate)
- Raising awareness of issues throughout the delivery of PSHE in lessons.
- Use of school council to discuss any issues arising
- Purchasing specially adapted equipment regarding the schools provision of facilities that satisfy the requirements of the DDA

3.1: Management, co-ordination and implementation

Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class and subject teachers, dinner staff, the SENCO, the premises manager, curriculum coordinators and heads of department, administrative staff and governors themselves.

The premise committee governing body meetings will include on the agenda any issues arising regarding disability and access to the school.

The Headteacher will take responsibility for ensuring that this plan is coordinated with other plans and policies across the school (SEN, Curriculum Review, Equal Opportunities, Professional Development).

3.1: Evaluation

The impact of the plan will be evaluated annually and will be judged against the following outcomes:

- Increased confidence of staff in differentiating the curriculum for disabled pupils;
- Greater pupil and parental satisfaction with the arrangements made;
- Improved outcomes for disabled pupils;
- Improvements in the physical environment of the school;
- Protocols for multi-agency working to support children with medical needs;
- Teachers sharing good practice within the school, the school sharing good practice with others;
- Disabled pupils being more involved in whole life of the school.
- Disabled pupils taking part in school activities both on and off site.

The school has set the following priorities for the management, co-ordination and implementation of the accessibility plan

- Identify available funding streams to increase access
- Co-ordinate plan with other school plans and policies
- Implement effective monitoring and evaluation of the plan
- Share the plan with staff and governors

3.22: Publication

The school has set the following priorities for making its plan available:

- Parents can make appointments with the SENCo to discuss the school's accessibility plan
- ***The Plan will be available in the policies folder***
- The Plan will be available for parents on request.

3.33: Reviewing and revising the scheme

See plan below

Priority	Inclusion	Success Criteria: plan live and key actions prioritised and funded. Disability addressed in all areas of school life
Project Leader	Alice McMahon (SENCo) - SLT	

Activities	Timescale	Personnel	Resources	Success Criteria	Monitoring	Evaluation	Review
1: To develop vision and values that inform the accessibility plan:-	Spring 2016	SENco HT	Gather staff views and vision	Shared vision for inclusivity created. Staff to be updated on schools plan and decide on any amendments to be made	SENco HT		
2: Ensure pupils coming in and out of School is reflected in the plan.	Spring 2016 and ongoing	SENco HT	Meetings	Updated records for new intake of pupils with disabilities, numbers of parents with disabilities.	SENco HT,		
3: Ensure pupils needs are met and that appropriate resources are available in school.	Ongoing	SENco	To be audited	Audit resources available to disabled pupils such as in class scissors, grips in toilets, specialist equipment, visual aids.	SLT, Staff , Support		
4: Discuss the plan with parents while discussing	Spring 2016	SENCo	Time	Parents will be able to share views and the plan reviewed on an annual			

individual provision maps.				basis			
5: To provide an inclusive curriculum for all	Ongoing	SLT, curric team leaders	Termly feedback staff to SENCO	Schemes of work and resources fully reflect considerations of accessibility both in terms of delivery and content. All pupils across both key stages will take a full active part in school life on a daily basis Ensuring children with disabilities can attend off site visits.	SENCo		
6: Continue to ensure that the physical environment of the school allows full access.	Ongoing	HS Governors walk termly	£££? Cost of making any changes. E.G Lower handrails on main staircase	Ongoing improvement and repair to support disability from H&S essential work ie trip hazards through to capital investment	Head		
7: Management co-ordination and implementation	Ongoing	Headteacher and SENCo		The plan and scheme will be reviewed and updated when necessary to inform staff	Headteacher and SENCo		
8: Making the plan available	Ongoing	Headteacher, SENCo and ICT co-coordinator	Website	Staff, governors and parents will be informed of school policy	Head teacher and SENCo		Ongoing