



Equality Objectives & Accessibility Plan

2018 – 2021

*Jesus left there and went along the Sea of Galilee. Then he went up on a mountainside and sat down. Great crowds came to him, bringing the lame, the blind, the crippled, the mute and many others, and laid them at his feet; and he healed them. The people were amazed when they saw the mute speaking, the crippled made well, the lame walking and the blind seeing. And they praised the God of Israel. **Matthew 15:29-31***

Prior's Mill CE Primary School
Equality Objectives & Accessibility Plan

Introduction

“At Prior’s Mill, we have due regard for our duties under the Equality Act 2010. This Accessibility Policy reflects our duties to: eliminate discrimination, advance equality of opportunity and foster good relations.”

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that faces many people with disabilities. This Act has been significantly extended, including the Disability Discrimination (NI) Order 2006 (DDO). It now gives people with disabilities rights in the areas of:

- Employment
- Education
- Access to goods, facilities and services, including larger private clubs and transport services
- Buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability related adaptations
- Functions for public bodies, for example issuing of licences

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use public transport easily.

Duties under Part 5A of the DDA require the Governing Body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents and carers 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.
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Duties in Part 4 of the DDA require the Governing Body to plan to increase access to education for disabled pupils in three ways:

- 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 of this policy is to show how Prior's Mill CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'.

The Purpose and Direction of the school's plan: vision and values

At Prior's Mill CE Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well being of our children matter. Prior's Mill CE Primary School promotes the individuality of all our children irrespective of ethnicity, faith, attainment, age, gender, disability or background. In addition, we aim to treat all stakeholders, including prospective pupils, parents, staff, governors and members of the school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage.

Our school strives to be an inclusive school. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning which puts them at a disadvantage, but allows them to learn, achieve and fully participate in school life. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school is active in promoting positive attitudes to disabled people in school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

Definitions:

For the purpose of this Policy, disability is defined as a mental or physical impairment which has substantial and long term adverse effect on a person's ability to carry out normal day to day activities.

Admission to the School

Admission to the school is in line with the Stockton Borough Council's Admission Procedures. Further information can be found on the school's website.

Physical Access

Under the legislation we are not required to remove or alter physical features.

- The school has ramp access at two entrances. However, internally there are several narrow doorways which cannot be altered due to the structure of the building, these are not passable for an adult sized wheelchair.
- The majority of the school buildings are accessible for a child in a wheelchair. The only part of the buildings that are not suitable for wheelchairs are the upstairs classrooms, including the Key Stage 2 library.
- The school has an easy access toilet in both buildings.
- There is dedicated parking space for disabled access.

Education

- Staff will be made aware of children with disabilities by the SENCo
- Staff will continue to be made aware of the strategies to make "reasonable adjustments" within the classroom so as not to place disabled pupils at a substantial disadvantage in accessing the curriculum. Such strategies will be included in teachers' planning (these may include large print worksheets etc.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils nor their Health and Safety (i.e. sports equipment)
- The school is not required under DDA legislation to provide auxiliary aids e.g. laptops or hearing loops, however if such equipment were deemed necessary the school would seek support and advice from the SEN Services within the Local Authority.

Sporting and Off Site Activities

- The school will continue to provide equal access to all school activities for disabled pupils, within the physical constraints of the site, budget costs, the Health and Safety implications and difficulties of supervision.
- Residential planning will take into account the requirements of any disabled pupils or staff members in school.
- Individual Risk Assessment and management strategies will be provided for disabled pupils engaged in school trips or visits.

Welfare Awareness

- Staff and pupils to be made aware of disability and understand its effects and accept and support disabled pupils as part of school life (e.g Collective Worship/assemblies, PSHEC curriculum).
- Appropriate staff CPD will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.
- The school's Equal Opportunities Policy, Anti Bullying Policy and Behaviour & Discipline Policy will reflect inclusiveness and the difficulties faced by disabled pupils, thereby improve understanding and integration.
- The school will agree with parents appropriate, regular means of communication with regard to the pupil's progress, behavioural issues and the effects of any medication.

Staff Welfare Awareness

- Should a member of staff be employed with a disability, or become disabled during their employment, appropriate, reasonable steps will be taken to modify their working environment with support from Occupational Health.

Information Gathering

The school will hold information regarding disabled pupils in accordance with the Data Protection Act and our data statement which applies to all pupils. It is acknowledged that parents may chose not to inform school of any disability a child may have.

When advertising staff vacancies in school, all will be open to disabled persons. Access and recruitment monitoring sheets will be used to record background information about the applicants.

The Current Range of Disabilities within Prior's Mill CE Primary School

The school has children with a limited range of disabilities which include Autism Spectrum Disorder and Hearing Impairment and serious medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts the Local Authority professionals for assessments, support and guidance for the school and parents.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff on the noticeboard in the staff room.

There are competent First Aiders on site who hold First Aid Certificates.

All medication is kept safe in a central place in both buildings. Administration of Medicines Consent Forms are filled in by parents outlining the illness and amount and time of medication. All medication administered is recorded.

Care Plans are in place for children who require them.

The Main Priorities in the Accessibility Plan

Here at Prior's Mill we take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The Action Plan ensures that:

- The school draws on support and expertise of external agencies to provide specialist advice and support.
- The SENCo has an overview of the needs of disabled pupils.
- There are high expectations across the whole school community.
- There is appropriate deployment and training of support staff.
- Successful practice is shared within and across the school
- Disabled pupils have access to extra curricular activities.

Starting points in preparing the Disability Equality Scheme

Our core values are built around providing a secure, collaborative and purposeful learning environment, 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 our commitment to inclusion and our response to the needs of 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.

Information from data and analysis of need

The school has identified those pupils who have a disability and, through Provision Maps and risk assessments, it works with agencies, parents and pupils to ensure they have full access to the whole curriculum. Staff are committed to undertaking training to support the needs of all pupils. Regular training takes place on current special educational needs practices, disability policies and practical staff training. School trips are monitored and to date, no child has been prevented from going on the basis of their disability. Using school tracking systems, data analysis and lesson observations by senior staff, we track and analyse the achievement of all our pupils. As a result of regular reviews, teaching assistant duties and intervention plans are regularly adapted and updated to improve learning opportunities. The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. The following policies are regularly reviewed by staff and governors to consider their impact on pupils, staff and parents with disabilities.

- Behaviour Management
- Equal Opportunities
- Anti-bullying
- Educational Visits and school trips
- Homework
- Administration of Medicines and Invasive Medical Care In schools
- Attendance

The school has set the following priorities:

- audit of DDA pupils' participation in the life of the school, if applicable.
- monitor data on bullying by disability. • monitor patterns of attendance.
- monitor data on the exclusion of pupils with disabilities.

- monitor the participation of pupils in off- site activities and residential visits.
- acknowledge achievements in extra- curricular activities.

Views of those consulted during the development of the plan

The needs and views of pupils with disabilities are regularly reviewed informally by class teachers and by the SENCo. This is also done more formally with parental involvement through the Provision Mapping process. Where the school is aware of a disabled parent, we will seek to provide support and help to them in accessing the school and its facilities. At present the school does not formally request information from parents and other users about their needs.

The school has set the following priorities:

- seek the views and aspirations of disabled pupils and their parents.
- seek the views and aspirations of disabled parents.

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

Prior's Mill CE Primary School has high expectations of all its pupils, regardless of disability. Key elements in ensuring disabled pupils can access the curriculum include:

- focused and cost effective deployment of additional adults.
- appropriate pupil grouping and use of peer support.
- review of time-tabling.
- a review of how the school plans to develop awareness of disability through the curriculum.
- sharing successful developments in one area of school life across the whole school.
- access to specialist advice and support. In addition, disabled pupils need access to other aspects of learning and school life, through:
- recreation.
- movement around the school.
- special events: sports days, visiting theatre groups or story-tellers.

- extra-curricular activities and after-school clubs.
- school trips.

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

- Review the curriculum to identify times when awareness of disability can be covered.
- Ensure all children have access to extra curricular activities and trips.
- Provide staff with training appropriate to the needs of pupils with disabilities.

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

Changes to the physical environment might include:

- improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings.
- improvements to toilets, washing and changing facilities.
- changes to the layout of the playground and other common areas.
- the provision of ramps and improvements to doorways.
- the provision of particular furniture and equipment to improve access.

The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils and other non disabled users. Reasonable adjustment standards must be applied.

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

Information to disabled pupils is currently distributed in a range of ways, dependent upon their need:

- in simplified language.
- in visual form i.e. timetables and signs, using a symbol system (e.g. Communicate in Print).

- in braille (when required).

It reduces repeated efforts at a later stage if a consideration of different formats is built into the design of information produced for pupils, staff, parents etc. On the Admissions Form the school asks parents to inform the school if they or their child has a disability, which requires further assistance from the school.

Management, coordination and implementation

The Board of Governors takes responsibility for the Scheme and its Accessibility Plan. The scheme is reported on and updated annually. The Scheme should be looked at in conjunction with Staff Training Records and the Asset Management Plan. Additionally aspects related to the plan are reported via Health and Safety reports to Governors.

Implementation

- the plan will allocate responsibilities
- establish timescales.
- identify resources- human and financial.
- identify a source of funding e.g. devolved capital where necessary.
- make clear anticipated outcomes, with performance criteria, where necessary.
- build in review mechanisms and dates.

Getting hold of the school's plan

The plan will be published on the school website and be made available to parents/community according to need/request. The school will consider:

- how to make the plan available in different formats as appropriate to need.
- use of jargon/ acronyms, font etc.

This Policy should be read with the following policies:

- **Disability and Special Educational Needs Policy**
- **SEND Code of Practice (June 2014)**
- **Equality Act (2010)**

Appendix 1: Advice on Funding Streams

Funding for improvements to the physical environment of the school may come from a variety of different sources:

- School Access Initiative funding may be needed for major capital works. This has to be coordinated with the local authority's priorities.
- Devolved formula capital funding can meet the costs of some of the priorities.
- Delegated funding can be used to meet the costs of particular equipment that may need to be provided for disabled pupils.
- Where alterations need to be made to improve access for a disabled teacher, funding may be available through the 'Access to work' programme.

Accessibility Plan 2018 – 19

Objectives		Action			Timescale	Monitoring
		How	Who	Resources		
PHYSICAL ENVIRONMENT						
1	Improve physical access to the school where possible	<ul style="list-style-type: none"> • Removable ramp to allow wheelchair access to Nursery and to the outdoor area in Reception Class 	SLT Caretaker	Ramps	By September 2018	Governors
2	Improve access for pupils who may experience difficulty moving around school	<ul style="list-style-type: none"> • Ensure Care Plans are in place to support pupils with mobility difficulties • Raise awareness of mobility issues in classrooms e.g. position of furniture and free flow • Ensure doorways are clear Enough to admit wheelchair access 	SLT SENCo Parents	Accessibility and Care Plan Planning time for SENCo	On going	Head Teacher Governors

		Ensure toilet facilities on the ground floor are free of clutter				
EQUALITY & INCLUSION						
3	Ensure that the Accessibility Plan is reviewed annually by the Resources Committee	<ul style="list-style-type: none"> Clerk to GB to ensure the Plan is an agenda item for the Summer Term Meeting 	HT Clerk	-	Annually – Summer Term	Governors
4	To develop a monitoring system to support pupils with a disability	<ul style="list-style-type: none"> Monitor patterns of attendance Monitor participation in off site activities and residential visits Discuss issues relating to disability with the School Council 	HT SENCo School Council Lead	Time	Termly Termly Annually	SLT Governors
5	Ensure all staff receive relevant and timely information and training on a range of effective strategies to support learners with SEND	<ul style="list-style-type: none"> Update SEND Policy and staff handbook School to seek advice from experts CPD (if necessary) Consider needs of pupils for both school and off site activities Raise awareness of disability through: <ol style="list-style-type: none"> Staff Meetings PSHEC Lessons Worship 	SLT SENCo School Health School staff	Training costs and time	January 2018	Governors Inclusion Lead
CURRICULUM						
6	Ensure the new curriculum is fully accessible to pupils with any type of difficulty or disability	<ul style="list-style-type: none"> Ensure the curriculum is adapted within reasonable adjustment Consider ways in which pupils can communicate their ideas Review PSHEC curriculum to ensure disability awareness is taught effectively 	All staff Subject Leaders PSHEC lead	Curriculum costs/ Resources Staff training Non contact time	Review Spring 2019 then on going	Head Teacher

		<ul style="list-style-type: none"> • Provide opportunities for other agencies/organisations to talk to the children about disability awareness 		Charity groups as appropriate		
7	Ensure the needs and aspirations of groups are met and understood	<ul style="list-style-type: none"> • Pupil questionnaires and discussions to seek the views of those with a disability • Parental questionnaires • Ensure outside agencies/providers/hirers discuss with school and are aware of provision for disabled children 	DHT DHT Office staff	Annual parent and pupil surveys SLT analysis Clerical procedure	Annually Annually Ongoing	HT HT HT
8	Ensure that all school trips/visits (including residential) are accessible for pupils with learning / physical disabilities	<ul style="list-style-type: none"> • Policy Review • Trips and activities pre planned with parents to ensure access • Advance visits • Risk Assessments for individual children where appropriate • 	Head Teacher SLT Educational Visits Leader	Leaders' planning time for Risk Assessments Pre visits (where possible)	Review January 2019 then on going	Head Teacher Educational Visits Leader Staff Feedback from parents
9	Ensure that after school clubs and care provision facilities are accessible for all pupils and are compliant with legislation	<ul style="list-style-type: none"> • Ensure access is available for all pupils including those with physical or sensory disabilities • Provide adult support if necessary • Make physical adaptations as required 	PE Lead Leaders of After school clubs	Equipment as needed	Review July 2018	Head Teacher Feedback from parents and pupils
10	Provide specialist equipment to promote participation in learning	<ul style="list-style-type: none"> • Assess the needs of children in each class and provide equipment as needed i.e. laptops, talking tins, kindle, pencil grips, 	SENCO	Equipment costs as necessary	On going	Head Teacher Feedback from parents and pupils

		headphones, sensory wedge				
WRITTEN COMMUNICATION						
11	Ensure all parents and other members of the school community can access information	<ul style="list-style-type: none"> Written information to be provided in different formats if necessary 	Head Teacher	-	Ongoing	Governors
12	Ensure parents who have a disability can attend parent evenings	<ul style="list-style-type: none"> Parent's Evening held by phone or written information sent home 	SENCo Staff	-	On going	Head Teacher