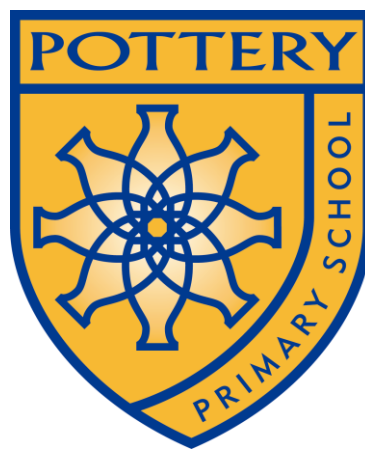


# **DISABILITY EQUALITY SCHEME**

**and access plan**



## **Pottery Primary School**

**3-year period covered by the scheme: March 2019 – March 2022**

## **Introduction**

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, 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.

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

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 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.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

### **1: Starting points**

#### **1.1: The purpose and direction of the school's scheme**

The Governing Body is committed to meeting the general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Inclusion at Pottery Primary is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists.

This is a whole school policy - equality applies to all members of the school community, pupils, staff, governors, parents and community members.

It is based on the following core values as expressed in this school's aims and missions statement:

- Value individuals, encourage them to achieve their full potential.
- Try your best, whatever you do
- Encourage co-operation, recognise everyone's rights and responsibilities and treat all with respect

Through our access plan we are committed to:

- increasing the extent to which pupils with a recognised disability can participate in the school curriculum;
- improving the environment of the school to increase the extent to which pupils with a recognised disability can take advantage of education and associated services.
- improving the delivery to those who have a recognised disability of information which is provided in writing which may limit access to some.

Pottery accessibility plan can be found in Appendix 1

## **1.2: Involvement of disabled pupils, staff and parents**

Involving disabled people is a requirement of a scheme and brings real benefits in terms of:

- Providing insights into the barriers faced by disabled pupils, staff and parents
- Developing expertise in identifying ways to overcome these barriers
- Improving working relationships between schools and disabled pupils, staff and parents.

Parents are asked on initial paperwork if their child has a disability/ additional needs so that we can work together at the earliest possible stage to eliminate any potential barriers to learning.

- a) In the summer and autumn of 2008 Keith Boot visited our site from 'Derby Access' Keith is in a wheelchair. Keith wrote a report for us in order to help us identify steps needed for full accessibility for those who need to use a wheelchair. His recommendations have been taken into account in the development of our site.
- b) Children who have an individual education plan / care plan are asked at their review meeting if there is anything we can do to improve access to either the curriculum or other activities/buildings (age appropriate). Some individual children have a pen portrait which details what their difficulties are and what can / must be done to remove barriers to access/learning.
- c) An audit of staff was undertaken in January 2019 to identify needs and subsequent staff needs are identified at the recruitment stage.

### 1.3: Information gathering

Pottery Primary School defines Disability in line with the current definitions in the Disability Discriminations Act (DDA). This means that in this school we define Disability as:

'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.'

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility: getting to and from school or going on school visits.
- Manual dexterity: holding a pen, throwing a ball, playing an instrument.
- Physical coordination: washing, dressing, taking part in PE.
- Ability to lift objects: to carry a bag
- Continence: going to the toilet.
- Speech: communicating with others or understanding what they are saying
- Hearing: hearing what people are saying or on a DVD or tape.
- Vision: being able to see clearly (with glasses/contact lenses)
- Memory: concentrating on and understanding information.
- Perception of danger: touching hot objects, crossing roads safely

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.

In our school the following adjustments have already been made to support school users who have a disability:

- a) August 2009 as part of a toilet re-furbishment scheme in E block an access toilet was included and in the Reception class re-furbishment an access toilet added in August 2014.
- b) As part of the new office build (2010) an access toilet was provided, also a medical room.
- c) The steps by E block were converted to a ramp in 2005.
- d) Three teachers with mobility difficulties have special chairs in which to sit.
- e) Visual timetables are in place in all classrooms and some children have their own.
- f) Classrooms are carpeted for children with hearing impairments and classroom equipment 'muffled' to avoid background noise e.g. pen pots where appropriate.
- g) Sound systems are installed in classrooms where hearing-impaired children are taught and where staff are identified as suffering from voice strain.
- h) We fund and staff an inclusion room at lunchtime for pupils with a disability.
- i) Ramps to EYFS and the library from EYFS were installed in August 2014.
- j) We will ensure that any new build will be compliant the DDA guidance.

**(Academic Year 2018-2019) school population with a disability is:**

<i>Additional Need</i>	<i>Number of staff</i>
<i>Mobility/ Ability to lift, carry or otherwise move everyday objects</i>	<i>5</i>
<i>Manual dexterity</i>	<i>0</i>
<i>Physical co-ordination</i>	<i>0</i>
<i>Continence</i>	<i>0</i>
<i>Memory or ability to concentrate, learn or understand</i>	<i>0</i>
<i>Perception of risk of physical danger</i>	<i>0</i>

<i>Additional Need</i>	<i>Number of pupils</i>
<i>Mobility (wheelchair user) - updated Sept 2018</i>	<i>1</i>
<i>Autistic spectrum disorder</i>	<i>6</i>
<i>Hearing Impaired</i>	<i>0</i>
<i>Dyslexia/Dyscalculia/Dyspraxia/Dysphasia</i>	<i>10</i>
<i>Speech and Language Impairment (not inclusive of ASD)</i>	<i>4</i>
<i>Tourette</i>	<i>1</i>
<i>ADHD/ADD</i>	<i>2</i>
<b><i>Medical</i></b>	
<i>Spina Bifida</i>	<i>1</i>
<i>Epilepsy</i>	<i>1</i>
<i>Cerebral Palsy</i>	<i>0</i>
<i>Diabetic</i>	<i>1</i>
<i>Hydrocephalus</i>	<i>1</i>
<i>Total Number of Pupils (some have more than 1 additional need)</i>	<b><i>25</i></b>

*From information we have collected about the participation of pupils with a disability we have decided on the following priorities for the Disability Equality Scheme/ Accessibility Plan:*

- 1. To continue to provide equality of opportunity.*
- 2. To continue to fund the Lunchtime Inclusion Room (Rainbow Room) for those pupils with physical/social/interaction/ sensory impairments.*
- 3. To hold regular meetings for parents / pupils to share their views on our provision.*
- 4. To continue to make all possible 'allowances' in order that a child with a disability is fully included e.g. parent where necessary attending residential activities.*

*The achievements of pupils with a disability*

The progress of all of our children is monitored very carefully; a child's disability should not be a barrier to learning. The child should achieve to the maximum of their ability.

We analyse the achievements of our pupils with a disability against the same success criteria we use for all our pupils including:

- standardised tests;
- teacher assessments;
- end of key stage outcomes;
- broader outcomes such as those set out in *Every Child Matters*.

*From our analysis we have seen that our children with special educational needs/disabilities (SEND) make good progress. A priority is to maintain good progress through appropriate support and differentiation of work/expectation. Every endeavour is made to ensure that children with disabilities access all that curriculum opportunities offer.*

#### **1.4: Impact assessment**

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

The main mechanism by which our school will assess the impact of their current policies will be by bringing together:

- Any issues identified through the involvement of disabled pupils and staff and;
- the information that the school holds on the disabled pupils, staff and parents.

Over the lifetime of the scheme, we will assess the impact of our scheme on those with a disability. Impact assessment will be incorporated into the school's planned review and revision of existing policies and into the process of developing new policies.

The actions we will take to promote equality of opportunity will address the elements of the general duty:

#### *Promoting equality of opportunity*

We work proactively to make reasonable adjustments for pupils with a disability at policy and whole school level, as well as for individual pupils, through this we promote equality of opportunity.

#### *Eliminating discrimination,*

We work proactively to eliminate discrimination, for example:

- by awareness raising and staff training;
- by keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- improving communication.

#### *Eliminating harassment*

We work proactively to eliminate harassment.

We will;

- raise awareness amongst staff and pupils of disability-related harassment;
- understand the nature and prevalence of bullying and harassment;
- recognise and address bullying and harassment;
- involve pupils themselves in combating bullying;
- ensure that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed

#### *Promoting positive attitudes*

We work proactively to promote positive attitudes towards all.

#### *Encouraging participation in public life*

Pupils, staff and parents with a disability are encouraged to fully participate

- *Pupils see their disabled peers included and succeeding in the life of the school;*
- *Pupils with a disability, staff and parents are represented in senior, responsible and representative roles;*
- *Positive images of those with a disability are used within school.*

We will ensure that the policies of the school and the climate of the school is designed to meet the needs of those with disabilities. We will give due consideration to the fact that

in order to do this we may have to ensure that those with disabilities receive more favourable treatment.

### **3: Making it happen**

#### **3.1: Implementation**

In order to ensure that the scheme is effectively implemented we will ensure that:

- the scheme is supported by an action plan; and
- the action plan is incorporated into a framework that has the oversight of the governing body.

#### **3.2: Reporting**

Through the Teaching and Learning committee of governors we will report on:

- the progress we have made on our action plan; and
- the effect of what we have done.

#### **3.3: Reviewing and revising the scheme**

As part of the review of the scheme, we will:

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for those with disabilities.

#### **Useful contacts:**

1. Disability Direct Derby [www.disabilitydirectderby.co.uk](http://www.disabilitydirectderby.co.uk)
2. Derbyshire Coalition for Independent Living [www.dcil.org.uk](http://www.dcil.org.uk)
3. National Council for Disabled Children [www.ncb.org.uk](http://www.ncb.org.uk)
4. Equality and Human Rights Commission. [www.equalityhumanrights.com](http://www.equalityhumanrights.com)



## Appendix 1

### ACCESSIBILITY PLAN

All previous actions on the plan have been completed. No new actions are identified. The following is on-going provision to ensure equality of access.

TARGET	ACTION	LEAD RESP.	PERFORMANCE INDICATORS OUTCOME	Sept 2018 review
Vulnerable children are included at and enjoy lunchtime.	Continue with provision of lunchtime rainbow room for children with disability/additional needs. Fund staffing (experienced/trained) MDS/TA	GH	Children feel safe, calm and included at lunchtime.	Discussion with children evidences rainbow room an exciting place to be that provides a calm, safe place for children who find the playground all a little too much.
Communication channels between home and school of pupils with disabilities/ additional needs effective	SENCO with class teacher to meet regularly with parents of pupils with disabilities.	SLT	Communication channels effective and impacting on provision of pupils.	SEND - 100% engagement as at July 2018
School is 'wheelchair friendly'	Ensure compliance with all new build/adaptations paying attention to the DDA	Gov/ LA	Whole school is 'wheelchair friendly.'	Final ramps installed spring 2016. New build 2018-2019 complies with DDA
Disability seen as not 'different'	Awareness training for staff and pupils continue. Images of people with disabilities evident in material used in school.	SLT	Children are 'inclusive' of others.	Pupil discussion evidences that children include one another well. Inclusion is a strength.