



HOMELANDS PRIMARY SCHOOL

Disability, Equality Scheme and Access Plan

Adopted by the Full Governors in December 2015

The plan is disseminated to parents by inclusion in the school brochure.

REVIEWED.....

REVIEWED.....

REVIEWED.....

“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t happened yet and there remains considerable work to be done.”

Bert Massie

Chairman

Disability Rights Commission

3 year period covered by the plan.

January 2016 – January 2019

Contents

Introduction

1.1 Our Vision

1.2 Existing practice

1.3 Involvement of disabled pupils, parents, staff and governors

1.4 Information gathering

1.5 Impact assessment

1.6 Monitoring of actions plans

Appendices

1. Definition of disability

2. Useful Publications

3. Action Plan

Introduction

Duties under part 5A of the Disability and Discrimination Act 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.
- Prepare and publish a disability equality scheme to show how they will meet these duties.

The scheme and accompanying action plan show how the Governing Body will promote equality of opportunity for disabled people.

Duties in Part 4 of the Disability and Discrimination Act 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.

Appendix 1

Definition of disability

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

The DDA 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’** (see definition below of 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’** mean **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day to day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test for whether the impairment affects normal day to day activity is whether it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

Disability and special educational needs

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement or who are at *School Action Plus* will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

1.1

Our Vision

At Homelands School we strive to develop a culture and ethos which values and respects other people irrespective of their needs, abilities or culture. We value diversity and encourage our children to do the same. We want all pupils and parents to be included in the full life of the school.

1.2

Existing Practice

In including all groups with disabilities in our school we already have strategies in place. These are:

- Having high expectations of all pupils.
- Planning/risk assessing and being flexible to ensure all pupils can participate in the full curriculum including P.E.
- Planning out of school activities/residential visits with parents and advice from other professionals to ensure pupils with disabilities can take part.
- Putting in place individual health plans in liaison with school nurse.
- Administering an admissions policy which does not discriminate against pupils with disabilities or treat them unfairly.
- Devising teaching strategies to remove barriers to learning and participation.
- Planning the physical environment to take account of pupils with disabilities
- Providing pastoral/additional support
- Raising awareness of the needs of pupils with disabilities and providing training for staff as appropriate.
- Providing appropriate resources.
- Providing written information for pupils with disabilities in an appropriate format.
- By promoting positive images of disabled people.
- By seeking advice from appropriate external agencies.
- By seeking the views and opinions of children.

1.3

Involvement of disabled pupils, staff and parents

In developing this scheme we have had a small working party which includes a disabled governor. We have sent out a questionnaire to all parents, governors and staff and have consulted with identified parents and children before the scheme was finalised.

1.4

Information Gathering

We have gathered information from all parents, staff and governors initially. In future this information will be gathered at initial meeting with F1 and F2 parents. Any information given to the school is confidential and is used only to enable us to make better provision. Information from staff will be gathered in future on recruitment.

Our current information shows us that 14 pupils are on Homelands disability register.

Information related to attainment of disabled pupils will be gathered annually by the SENCO. This will be either through a statement review or by analysis of data. We maintain a register of parents with a disability where they have agreed for us to do so.

The SENCO will be also gather information about participation in extra curricular activity, positions of responsibility, admissions, exclusions and attendance. The head teacher will gather information about recruitment of staff and governing body representation. The SENCO and year 6 teacher will ensure the transition of pupils with a disability is planned well ahead.

1.5

Impact Assessment

We will assess the impact of our current policies by using questionnaires, sometimes with all pupils/parents and at other times with those identified as having a disability. This will enable us to set priorities to improve the equality of opportunity.

1.6

Monitoring of Action Plans

The action plans will be monitored annually by the Health and Safety Committee who will also involve identified parents and staff to ensure targets are met and the scheme current. The plan is available to all parents on the school website and can be available on request in different formats.

Appendix 2

Useful Publications

Accessible Schools:	Planning to increase access to school for disabled pupils DCSF Publication
Schools Disability Code of Practice	Disability Rights Commission
SEN Code of Practice	DCSF
DFES Guidance on Inclusive Schooling	DCSF

Useful Telephone Numbers

Disability Rights Commission	02078287022
DRC Helpline	084562260
DCSF Publications	08456022260

ACCESSIBILITY AWARENESS PLAN 2016-2019

	WHO	ACTION	RESOURCES	TIMING	OUTCOMES
PRIORITY 1 – improve delivery of written information					
Make available written materials in alternative formats	SENCO SBM NH	Key staff to be aware of LA services Ensure that relevant information displayed clearly around school + on website	LA costs	Upon request	Access for all to appropriate material
Ensure staff are trained to differentiate curriculum & communicate with parents effectively	SENCO HT	Staff training accessed when appropriate In-school CPD as required Regular meetings with parents of SEN pupils & ongoing SENDCo modelling	Time Course costs	In place and when relevant	Needs of all pupils met fully Parents are fully informed of their child's progress
PRIORITY 2 – increase access to curriculum					
Ensure that classrooms are organised to promote & facilitate participation of all pupils	SENCO STAFF GOVS	SENCO carries out annual audit of classes Gobs aware of requirements for Learning Walks H&S regular safety checks	Time	November 2015 and on	All pupils able to access full curriculum in class
Ensure staff are trained to provide increased access to the curriculum for pupils with additional needs	SENCO HT	Staff training provided for identified needs of pupils e.g. Makaton, ASC	Time Course costs	In place and when relevant	Needs of all pupils fully met
Ensure that specialist equipment is available	SENCO HT	Key staff to be aware of LA services & agencies-referrals made where required	LA costs Time	In place and when relevant	Pupils have access to equipment in school and class so that needs are met

and used appropriately for key pupils	(PPP)	Training & update for SENCO	Course costs		Pupils able to have full independent movement around the school
Organise fitting of additional equipment where appropriate	HT SBM (PPP)	Identify key areas where rails may be needed for individual pupils & liaise with appropriate agencies	Installation costs + life cycle (PPP)	When relevant	Pupils able to have full independent movement around the school
PRIORITY 2 – improve physical environment					
Ensure that access to school is fully compliant	SENCO HT SBM (PPP)	Audit of premises according to needs of individual pupil to be carried out Liaise with relevant agencies for expert advice Liaise with PPP officers re compliance	Installation and life cycle costs	Ongoing and when relevant	Regular access audits carried out in conjunction with PPP Attendance at PFI meetings & monitoring of service Full access across school for all users
Ensure that signage around school indicates access	SENCO HT (PPP)	Provide access plan of school available in school office Liaise with PPP officers re signage	Installation and life cycle costs	Ongoing and when relevant	Disabled people are aware of wheelchair access across school
Improve quality of provision for pupils with specific needs	SENCO HT	Ensure quiet spaces are available for supervision & calming	Time	Ongoing according to need	Pupils with specific needs are fully supported within school
Maintain safe access around school grounds	SENCO HT SBM (PPP)	Pathways/fences checked for overgrowth & other issues Gov H&S checks weekly & reported to office/HT	Regular site checks	PPP – life cycle & maintenance	Pupils have unhindered access around school