

Colville Primary School Disability Equality Plan and Accessibility Policy

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Under Part 4 of the DDA, the Governing Body has had three key duties towards disabled pupils:

- 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 plan 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 quality and layout of written communication to ensure it is accessible to all pupils.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Part 5a of the DDA requires schools to publish a Disability Equality Plan, which sets out how the we will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school.

Our Aims Statement

Colville Primary School aims to provide a secure, happy and stimulating learning environment where everyone is valued and encouraged to do their best at all times and where all children are able to attend school as often as possible. This statement applies to all staff, pupils and parents including those with disabilities. We are proud of the diversity of our school community and are committed to providing equality of opportunity for all.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils

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, learning disabilities, dyslexia, diabetes, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) or epilepsy. It includes any impairment 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.). 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.

Information about our school

Attainment on entry to our school shows a broad spread of ability, but overall is well below the National average. 9% of pupils have a Statement of Special Educational Needs and 31% of pupils are currently on the register of SEN.

In recent years school and LA have completed the following work to support this policy:

- Upgraded all toilet facilities with improvements for visually and physically impaired users
- Improved security measures in front reception
- Developed school grounds to increase access to a wider range of activities for all children
- Developed safer and more accessible parking bays
- New, easily accessible front Reception with automatic doors and low access desk
- Upgraded fire alarm system, including lights for hearing impaired pupils
- New technology to enable visually impaired children access Interactive Whiteboards and other visual media

The attached Accessibility indicates where further improvements are needed.

School trips are planned on the basis that all pupils are included, and adaptations made where necessary. The party leader in consultation with the head teacher/SENCo must ensure the needs of all pupils and abilities are catered for in any future plans.

We ensure that after school clubs are accessible and open to all pupils.

Using effective pupil tracking together with work scrutiny and lesson observations, we track and analyse the achievement of all our pupils.

Large team of Teaching Assistants and increased SENCo time ensures all children's needs can be met effectively.

The school adopts Local Authority policy of equality of opportunity with regard to all staff appointments

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

The Senior Leadership team are responsible for:

- evaluating the effectiveness of interventions and relative effectiveness;
- observing lessons and sampling lesson planning, looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning;
- monitoring the appropriateness of pupil groupings;
- monitoring the deployment of Teaching Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

The headteacher and PSHE coordinator will review how well we are developing awareness of disability through the PSHE and Citizenship Curriculum, the assembly programme and through visiting speakers.

Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services - see Combined Action Plan and Accessibility Plan

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

Provision for school's Family Workers to support new and existing families with completion of forms

Parents of new pupils are to be made aware that they can request letters, newsletters etc in different formats, or that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information.

Monitoring and Review of Plan

This Plan will be reviewed annually by the governors' curriculum committee (A report created by the SEN Governor, updating the Governing Body will be presented annually during the Spring Term for consideration by the finance team when budget planning takes place. Consultation with pupils, staff and parents should be included in the report together with evidence of the impact of changes in the preceding 12 months.

This plan should be looked at in conjunction with the following documents:

- School Self-evaluation Form
- School Development Plan
- Health and Safety policy

Availability of Documentation

This plan will be available:

- on the school website
- from the School Office – on request
- by email - on request.

**Appendix 1:
Disability Equality Action Plan and Accessibility Plan 2016**

Access to the curriculum					
Target	Tasks	Target date	Resources	Responsibility	Monitoring and evaluation
All classrooms supportive of visually impaired access to teacher resources	Install network point with link to interactive whiteboard	September 2017	£1000 – cabling and installation of VGA cables	Site team	Headteacher and curriculum committee

Access to the school					
Target	Tasks	Target date	Resources	Responsibility	Monitoring and evaluation
Develop further the security in main reception	Ensure staff door is more secure	January 2017	£2000	School Business manager	Headteacher and curriculum committee
Provide easier access into main reception	Add automatic opening to internal doors	September 2018	£2500	Site Manager	Headteacher and curriculum committee
Provide better access for hearing impaired visitors	Install hearing loop in main reception	September 2018	£3000	School Business manager	Headteacher and curriculum committee
Improved security to exterior gates	Investigate costs of extending electronic security measures to boundary gates	August 2016	£0	School Business manager	Headteacher