

Rickley Park Primary School Accessibility Plan / Disability Equality Scheme (2018 - 2019)

This policy should be read in conjunction with the School Improvement Plan, Equality Objectives, SEN Local Offer and the values and aims are reflected in other school policies (e.g. Teaching and Learning, Attendance, Behaviour etc.)

Approved and adopted by:	Parents, Pupils & Personnel Committee
Signed by:	
Date:	Feb 2018
Date of Review:	Feb 2019

Reviews and Amendments		
Date	Committee	Amendments
Feb 2018		Accessibility audits introduced Objectives to reflect accessibility to learning for ASD children by making ASD friendly classrooms Disabled parent commented on doors opening the wrong way when exiting the lift, citing that she is potentially trapped in the hallway - need to review and assess

1. Key Values

1.1 The work of the school is underpinned by the following key values:

- We have the same chances. We have the same choices.
- We know that everyone has something special to contribute.
- We persevere and work hard, not because we are told to but because we want to improve.
- We stick together for the good of all.
- We look after ourselves, each other and our world by taking responsibility for our actions.
- We let everybody talk and have their say.

2. Introduction

2.1 Rickley Park Primary School has a duty to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) requires 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.

2.2 This Accessibility Policy and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the Governing Body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 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 reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

3. An Accessibility Policy and Plan

3.1 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:

- 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 students who are not disabled.

3.2 Schools also have a duty towards disabled staff and the general public, because the DES widens the school's responsibilities to take account of all disabled people - pupils, staff, parents and visitors.

3.3 Everyone involved with the school is asked to participate in the positive promotion of disability and in the elimination of discrimination. Reference is therefore made to disabled people rather than disabled pupils unless there is the need to specifically identify a particular group e.g. pupils in the classroom.

3.4 Under the Equality Act, the DES complements duties in such areas as race, health & safety and human rights. The school takes 'reasonable adjustments' to ensure all disabled people are not placed at a substantial disadvantage. To make these reasonable adjustments we

- Plan ahead
- Identify potential barriers
- Work collaboratively with disabled people
- Identify practical solutions through a problem solving approach
- Ensure staff have the necessary skills
- Monitor the effects of the adjustments and this policy

- Recognise the importance of home-school partnerships and look to parents to inform the school at the earliest opportunity if they or their child has a disability
- Consider the impact of any proposed change upon all members of the school community.

4. Definition of disability

4.1 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”.

4.2 The definition is broad and includes children with a wide range of impairments, including learning difficulties, dyslexia, autism, speech and language impairments, ADHD, diabetes, HIV or epilepsy.

4.3 Having an impairment does not mean a pupil is disabled – the key is the effect this has on their ability to carry out normal day to day activities. There is often an overlap with special educational needs (SEN) but not all disabled pupils will have SEN. Similarly, not all SEN pupils have a disability. A disabled child has SEN if they have a disability and a more significant difficulty in learning than the majority of other children their age and need SEN provision in order to access the curriculum.

4.4 The test of whether impairment affects normal day to day activities is whether it affects 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 say
- 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 etc.

4.5 A person may be disabled if there is a long term and substantial effect upon their ability to do the above. The DDA defines ‘substantial’ as ‘more than minor or trivial’ and ‘long term’ as a period longer than (*or likely to be longer than*) 12 months.

5. The purpose and direction of the school’s DES: vision and values

5.1 Inclusion at Rickley Park Primary School 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.

5.2 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 Rickley Park Primary School Key Values (see section 1) and the following aims:

5.2.1 We want our children to:

- Achieve to the best of their ability and enjoy learning;
- Be caring, responsible, well behaved and polite citizens who are active members of our school community;
- Be confident, happy and independent learners with high self-esteem;
- Understand how they learn and take responsibility for aspects of their own learning; *and*
- Be confident users of modern technology.

We also aim to have good relationships with parents who we view as important partners and aspire for our school to be an important and integral part of the local community.

5.2.2 In order to achieve this we will:

- Provide inspiring and motivational teaching which challenges children to think;
- Set high standards of behaviour and encourage individual responsibility;
- Ensure that everyone expects the best of and for every child;
- Provide exciting and creative learning opportunities including the use of modern technology;
- Create a happy, secure environment based on good relationships and where every child is valued;
- Help children to understand how they learn best and develop the skills for life-long learning;
- Work closely with parents and carers, developing good home-school relationships; *and*
- Provide opportunities to participate in a range of different activities in and out of school and learn about the world around them.

5.2.3 These aims are designed to ensure that we meet the needs of all pupils. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. We will take steps to:

- Promote equality of opportunity and access to the school buildings and to the curriculum for all;
- Oppose all forms of prejudice and discrimination; *and*
- Eliminate discrimination and harassment related to disability, promote equality of opportunity between disabled and other people and promote positive attitudes towards disabled people.

6. School Context

6.1 A key starting point for any school's Accessibility Plan / Disability Equality Scheme is an assessment of

- The nature of the school population;
- The nature of the school building and site;
- The potential growth of the school population;
- Patterns of attendance and exclusion;
- Participation in extracurricular activities;
- Issues such as bullying, peer relationships, medicines, role models;
- School policies and procedures and the effect these have upon students, adults, staff, parents and visitors;
- The way information is provided;
- Priorities in the School Improvement Plan; *and*
- Information on the recruitment, development and retention of disabled staff.

6.2 Rickley Park Primary School benefits from a new building (*opened September 2010*) which was designed to be compliant with the latest accessibility requirements. This includes wheelchair access throughout the school (*including toilets and a lift*), grab rails, Soundfield systems for hearing loss in the classrooms, braille signs on doors, disabled parking, ramps around the school grounds and blinds in all classrooms.

6.3 The school building has a capacity of 459 pupils (*39 in Nursery and 420 in the main school [Reception to Year 6]*) and the Number on Roll in September 2015 was 444 (*including 12 places available in the Nursery*). As a result, there is limited potential for growth in the school population.

6.4 Where possible, the Accessibility Plan / Disability Equality Scheme will be informed by the feedback from and aspirations of:

- disabled pupils and disabled staff
- the parents of disabled pupils
- other disabled people
- current staff and governors.

7. The main priorities in the school's Accessibility Plan / Disability Equality Scheme

7.1 The key priorities are as follows:

- Increasing the extent to which any disabled pupils can participate in the school curriculum
- Improving the provision of information for disabled people
- Raising the profile and celebrating the achievements of disabled people.

8. 2017/18 Disability and Accessibility Action Plan (linked to the Equality Objectives)

8.1 Our specific objectives for 2017/18 are closely linked to the identified priorities in the School Improvement Plan.

Target	Actions	Timescale	Resources
To maintain all current facilities for disabled access	<ul style="list-style-type: none"> • Ensure that all facilities are in working order and serviced on a regular basis • To ensure disabled people can exit the lift area (doors currently opening inwards) 	On-going	<ul style="list-style-type: none"> • £5,000
To identify issues for differences in attendance between SEND and non-SEND pupils	<ul style="list-style-type: none"> • Data analysis • Individuals at risk of low attendance identified and support / intervention planned to remove barriers to access 	Termly	<ul style="list-style-type: none"> • Attendance Officer • SENCo
To review the effectiveness of the behaviour policy – ensuring that SEND pupils are not overly represented in Level 5/6 behaviour	<ul style="list-style-type: none"> • KSL to monitor Behaviour Logs on a regular basis, identifying children who are recorded regularly. 		<ul style="list-style-type: none"> • KS Leader Time • Inclusion Team • Learning Mentor
To ensure all classrooms are ASD friendly	<ul style="list-style-type: none"> • Provide a checklist of expectations for teachers to implement 	Easter 2018	Checklist
To review the language used in communication from the school (including reports) to ensure that it accessible to all parents	<ul style="list-style-type: none"> • Review newsletters and website to ensure that the school is using plain language. • Review the end of year report format, and guidance for staff, to ensure that it provides clear information for parents. • To use google translate where needed for letters and communication 	On-going By May 2018	<ul style="list-style-type: none"> • google translate