

# Disability Equality Scheme

(Incorporating the Accessibility Plan)

2019 - 20



## **School Ethos, Vision and Values**

At Copnor Primary School, we are committed to ensuring equality of education and opportunity for individuals of all ethnic groupings, classes and abilities or disabilities. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Copnor Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We encourage pupils and staff to:

- appreciate that everyone has a contribution to make to the school and wider community
- develop respect for themselves and for others
- acknowledge and accept different and diverse abilities and disabilities without stereotype or prejudice

## **What do we understand by ‘disability’?**

### Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

This definition was broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment, the need for it to be ‘clinically well recognised’ has been removed

### Definitions

‘Physical impairment’ includes sensory impairment.

‘Mental impairment’ includes learning difficulties and mental impairments resulting from or consisting of a mental disorder.

‘Substantial’ means more than minor or trivial.

‘Long-term’ means at least 12 months.

### Disability in Education

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs to be treated as disabled for the purposes of the Act and for equality. This is an addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

## **The Disability of Equality Duty**

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- promoting equality of opportunity between disabled people and other people;
- eliminating discrimination that is unlawful under the DDA;
- eliminating harassment of disabled people that is related to their disability;

- promoting positive attitudes towards disabled people;
- encouraging participation in public life by disabled people;
- taking steps to meet disabled people's needs, even if this requires more favourable treatment.

### **Meeting the Disability Equality Duty**

We welcome applications from pupils with disabilities. In order to ensure that action is taken to meet the Disability Equality Duty, Copnor Primary School has drawn up an action plan to meet the requirements outlined in the DDA 2005. This action plan has been shaped in consultation with disabled people as outlined in the previous section. Listed below are the strengths and barriers we have already identified within our school community.

### **Strengths**

- Experience - over recent years the school successfully included pupils with a range of disabilities including Autistic Spectrum Condition, Attention Deficit and Hyperactivity Disorder, Pragmatic Language Disorders and Alcohol Foetal Syndrome.
- Knowledge - several teaching assistants have received training in meeting the needs of pupils with specific disabilities
- Adaptations – adaptations have been made in the reception area where accessible toilets have been built
- Resources – specific resources have been brought in and used to aid access to the curriculum e.g. sloping boards, hearing aid loops
- External agency advice – this has proved very effective for specific pupils e.g. Autistic Spectrum Condition (Cliffdale Outreach/Harbour School
- Time - The school's Inclusion Officer is non-class based.

### **Barriers**

- Experience – not all members of staff have experience of working with pupils with disabilities and the school has not had experience of pupils with significant physical or mental disabilities
- Knowledge – staff training which has been received has been largely reactive, in response to specific pupils rather than proactive to increase knowledge, skills and understanding of staff in a systematic way
- Adaptations – the school is a large Victorian building with all the limitations this causes e.g. the upper school is on the second floor with no disability access; the semi-open plan areas in the school makes it harder for pupils with hearing impairments to access the curriculum; volume of children throughout the school can be often be a difficult sensory environment for children on the Autistic Spectrum
- Resources – many resources have been 'pupil specific' and are now no longer needed; knowledge of what resources are available is limited

### **Monitoring**

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

## **Additional implications for schools**

### The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

### Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

### Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

## **Involvement and consultation**

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Copnor Primary School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- Focus groups
- Questionnaires
- Drop-in sessions

These views have helped develop the Action Plan particularly in the areas of curriculum, information and communication and access.

## **Responsibilities for implementing the scheme**

Responsibilities for ensuring the implementation of specific aspects of the Disability Equality Scheme are identified in the scheme itself.

### Resources

Funding for the implementation of the various aspects of the Disability Equality Scheme are as follows:

- Increase access to the school curriculum
- Core budget for salaries of Inclusion Officer and Senior Leadership Team
- Core training budget for INSET expenditure
- £1100 per annum allocated for material resources for Inclusion from AEN/SEN funding
- Core budget for adaptation of curriculum

- Staff employment and training
  - PDMs on disabilities run by Inclusions Officer
  - Core budget for CPD
- Improving the physical environment
  - Improved wheelchair access in Reception area
  - Disabled toilet in Reception area
- Engaging with parents and wider community/Information/Communication
  - Core budget for salaries for Inclusions Officer and administration staff

## **Monitoring and reporting**

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact occurs as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specific timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Headteacher and Governors and will consider progress towards the stated objectives and targets, revising them as needed and setting new ones where appropriate.

## **DISABILITY EQUALITY ACTION PLAN - The main priorities in the school's plan**

### **1. Increasing the extent to which disabled pupils can participate in the school curriculum**

- Identify current situation regarding pupils with disabilities
- Curriculum planning – adapted to suit the needs of pupils with disabilities
- Teaching and learning – learning styles, length of time sitting still and listening, extra time given to complete tasks
- Monitoring progress
- Assessment arrangements SATs/QCAs
- Resources – ICT – e.g. every child has access to a single computer for individual work, enlarged font size on monitor screen, alpha-smarts used to aid children who have difficulties writing work.
- Disabled pupils participating in all aspects of school life – school visits/residential visits/afterschool clubs

### **2. Staff employment and training**

- Staff recruitment
- Staff knowledge, skills and understanding of disability issues/needs

### 3. Accessible physical environment

- Adults and pupils with restricted mobility have access to areas
- Pupils with hearing/visual impairment – orientate themselves around school
- Pupils with ASC/attachment disorder/ADHD have area to ‘desensitise’

### 4. Engaging with parents and wider community/Information/Communication

- Written information provided to pupils and parents in a variety of formats as requested
- ICT to assist with providing support

2. Staff employment and training				
Objective	Targets	Action required	Year	Person(s) responsible
<b>Identify within the school pupils who have a disability.</b>	All pupils with a disability to be identified within the school. Raise levels of awareness of these pupils within school.	Create a register of pupils with disability and disseminate to all staff.	1	AR – Inclusion Officer
		Audit staff knowledge on a variety of disabilities/needs.	1	AR
		Disseminate information to all staff including lunchtime supervisors. Brief summary of pupils with disabilities given to supply teachers within their pack.	2	
<b>Improve understanding of statutory guidance and current issues regarding disability.</b>	All staff to gain knowledge of the statutory guidelines surrounding disability. Staff know how to plan effectively to provide quality first teaching for all pupils including those children with a disability.	Knowledge disseminated through PDM on Disability Discrimination Act.	2	AR
		INSET/staff training on a range of disabilities.	1	AR & relevant specialist advisers
		Planning and work scrutiny by SLT to ensure pupils with disabilities are receiving quality first teaching.	ongoing	SLT
<b>To improve understanding of the SEN Code of Practice in relation to disabilities.</b>	All staff to understand the relevant content of the Code of Practice. Staff respond appropriately to guidelines in the Code of Practice.	PDM on the Code of Practice. Audit knowledge before and after. New staff to gain knowledge of Code of Practice through Induction process.	2	AR
1. Increasing the extent to which disabled pupils can participate in the school curriculum				
Objective	Targets	Action required	Year	Person(s) responsible
<b>To ensure the appropriate resources are in place and being used throughout the school.</b>	Alpha-smarts used for children with motor difficulties. Sloping boards used, large print texts, etc. Visual timetables are clearly indicated in all classrooms. Smartboards not on white backgrounds. Coloured worksheets.	Audit resources needed for pupils. Ensure resources are available for use throughout the school.	1	AR
		Monitor learning environments through learning walks for use of visual timetables		AR, SLT

	Coloured filters for reading. Large font in texts.	and allocated resources – alpha-smarts, sloping boards, etc.		
<b>To improve access assessment arrangements for pupils with statements in all years.</b>	25% extra time is given to pupils with statements in all year groups when completing assessment tests.	In advance of assessment periods, timetable and ensure pupils with statements are given extra time. Monitor during assessment time.	ongoing	AR, SLT
<b>To ensure participation of all pupils on residential visits, school trips.</b>	In the instance that a pupil's 1:1 teaching assistant cannot support the child on a residential, adult support will be provided.	All places used by the school for visits and residentials are contacted to request copies of their Disability Access Plans. Appropriate transport and support is arranged in advance.	2	Yr leaders

### 3. Accessible physical environment

Objective	Targets	Action required	Year	Person(s)
Access to lower floor of school building equipped with ramps to provide easier mobility to raised areas for those adults and pupils who require wheelchair access.	Adults and pupils with restricted mobility can enter and use all areas on the lower floor of the school building with ease.	Ramps provided where there are raised areas on the lower floor.	3	HT/AR
Children with restricted mobility/sensory difficulties given extra time to negotiate busy traffic areas within the school building.	Pupils needing extra time identified within school. Pupils go to classroom, hall and playground 5 minutes early to avoid noise and busy traffic areas in school.	Pupils who have sensory difficulties or restricted mobility identified upon arrival into school. Timetables reviewed to provide appropriate time to travel around school. Adult support given to accompany pupils to appropriate area.	1,2,3	All staff
Pupils with Autism/ attachment disorder/sensory difficulties/ have a 'rest area' where they can desensitise.	Pupils have access to room during school day to reduce levels of anxiety agreed by the appropriate staff.	Room allocated to provide 'rest area' for pupils. Resources brought in to provide calming atmosphere for pupils, E.g. calming music, beanbags, sensory toys.	2	HT/AR

### 4. Engaging with parents and wider community/Information/Communication

Objective	Targets	Action required	Year	Person(s)
Disability Equality Scheme to be made aware to parents and wider community.	Disability Equality Scheme to be published on the Learning Platform.	Ensure Disability Equality Scheme can be viewed by parents and wider community.	1	AR, HM

Provide written information to pupils and parents in a variety of formats as requested.	All regular written information given to pupils and/or parents able to be provided in enlarged format.	<p>In response to parental request, school can enlarge printed information (prospectus, newsletters, school reports).</p> <p>In response to parental request, information can be communicated using the telephone for parents with visual impairments or literacy difficulties or e-mail for parents with hearing impairments.</p>	<p>1,2,3</p> <p>1,2,3</p>	HT, AR, AN
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**Updated: Sept 2019**

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