



Sharman's Cross Junior School

DISABILITY AND EQUALITY POLICY

Introduction

The Equality Act 2010, schedule 10 paragraph 3 states

3(1)The responsible body of a school in England and Wales must prepare—

(a)an accessibility plan;

(b)further such plans at such times as may be prescribed.

(2)An accessibility plan is a plan for, over a prescribed period—

(a)increasing the extent to which disabled pupils can participate in the school's curriculum,

(b)improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

(c)improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

(3)The delivery in sub-paragraph (2)(c) must be—

(a)within a reasonable time;

(b)in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

(4)An accessibility plan must be in writing.

(5)The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

(6)The responsible body must implement its accessibility plan.

This legislation has brought together previous Disability Discrimination Acts under one instrument.

The Governing Body has three key duties towards disabled pupils, under the legislation:

- 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 Scheme 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 Act:

- 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 readily accessible to pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on every 3 years. Attached in appendix 1 is an action plan showing how the school will address the priorities identified in the plan.

Part 3 of schedule 10 of the act requires schools to publish a Disability Equality Scheme, which sets out how the school 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.

1. Vision and Values: Sharmans Cross Junior School's Disability Equality Scheme

As part of the Sharmans Cross family, everyone is safe, valued and respected in a friendly, supportive and inclusive community so that we become the best that we can be. We strive for excellence in everything we do, becoming confident, successful, independent learners for the future who value self, others and community, developing lasting skills suitable for life in the wider world.

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with Special Educational Needs;
- Gifted and Talented children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers.

Some pupils in our school may have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these pupils full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Although classrooms in Year 3, 4 And 5 have steps leading into them a ramp is available in order to provide access.

Teachers may modify teaching and learning for these pupils. For example, they may give additional time to pupils with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these pupils:

- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;

All teachers are required to follow three inclusive principles:

- **Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.**
- **Responding to pupils' diverse learning needs by:**
 - **creating effective learning environments;**
 - **securing their motivation and concentration;**
 - **providing equality of opportunity through teaching approaches;**
 - **using appropriate assessment approaches;**
 - **setting targets for learning.**
- **Overcoming potential barriers to learning and assessment for individuals and groups of pupils.**

2. Information from data and analysis of need

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, including learning disabilities, dyslexia, diabetes or epilepsy 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.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, attachment disorder, ASD and speech and language impairments . An 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.

Attainment on entry to Sharmans Cross Junior School shows a broad spread of ability, but is average overall. 0.7% of pupils have a Statement of Special Educational Needs. We continually assess the effect on pupils ability to carry out normal day-to-day activities and act accordingly

Staff at the school have undertaken the following training:

"Deaf Awareness",

"First Aid and training on Epipens" (whole staff)

"Learning Styles

"Communication Opportunities Groups: Social Use of Language" "Autistic Spectrum Disorders",

"Provision Mapping",

Over the last two years the attendance of pupils with disabilities has been at least commensurate with the school average. No pupil with a disability has been excluded in that same period.

The Combined Action and Accessibility Plan attached to this Scheme details actions to be taken to ensure all pupils needs are met.

School trips are planned on the basis that all pupils are included

Using RAISE online and lesson observations by senior staff, we track and analyse the achievement of all our pupils.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria.

The following policies have been reviewed by the Senior Management Team to consider their impact on pupils, staff and parents with disabilities:

- The administration of medicines and health care plans
- Behaviour Code and the school
- Anti-bullying
- School trip venues
- Homework (ongoing development of website to investigate possibility of parents' area of website for staff to record tasks and deadlines);

The priorities and actions highlighted in this Scheme have been informed by:

- A consultation with all pupils using the Healthy Schools' Audit.
- Consultation with the School Council.
- Consultation with the school EP and support service colleagues.

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

See Combined Action Plan and Accessibility Plan (Appendix 1).

The school is committed to incorporating "Quality First Teaching" principles into all lesson planning. The PSHE Co-ordinator reviews how well we are developing awareness of disability through the PSHE and Citizenship Curriculum, the assembly programme and through visiting speakers

5. 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

The school has ready access for wheelchair and physically disabled persons. See Combined Action Plan and Accessibility Plan (Appendix 1).

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

The Local Authority provides Admission forms etc for New Parents and follows the LA procedure on disability. In addition however, various improvements are included in the Action Plan (see Appendix 1) in relation to improving signage (emergency procedures, internet safety, school rules, health and safety)

7. Management, co-ordination and implementation

This Scheme will be reviewed annually by the Head and Governors (and will incorporate any changes advised by the SEND coordinator and /or Site Manager). A report updating the Governing Body will be presented annually if changes to the scheme are required.

January 2015

Signed

Head

Chair of Governors

Review January 2017 or when pupil disability criteria changes

Appendix 1: Disability Equality Scheme Action Plan & Access Plan

Sharmans Cross Junior School

Date: January 2015

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ▪ Review accessibility of ICT (including whiteboards) using specialist expertise ▪ Prioritise new software to purchase. 	Ongoing	DH Time	DH/ICT Co-ord / SENDCo	Leadership Team
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> ▪ Incorporate Quality First Teaching into all planning. Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. ▪ Circulate "Reasonable Adjustments" Classroom Checklist to all staff if appropriate. Ensure all classrooms and resources are organised in accordance with pupil need. 	Ongoing	<p>Personalising Learning training</p> <p>cover for PE Co-ordinator if required</p>	All staff	<p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p> <p>PE Co-ordinator</p>

	<ul style="list-style-type: none"> ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties ▪ Review PE and Staying Healthy Curriculum. 				
<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Work with out of school hours' provider to increase opportunities available. ▪ Ensure school activities are accessible to all students. ▪ Investigate TA flexibility to cover extra curricular activities if needed. 	Ongoing	<p>Governors to identify contingency budget for TA cover for extra curricular activities if needed.</p> <p>Training if required on risk assessments for school trips and extra curricular activities.</p>	DH Governors	<p>Leadership Team</p> <p>Governors</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, 	Ongoing	policy review	Deputy Head	Governors

of Disability Access.	<p>Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews.</p> <ul style="list-style-type: none"> ▪ Consult pupils and staff on any proposed changes. ▪ Introduce new policies 				
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Review signage of evacuation procedures, internet safety, fire drill etc ▪ Consider new signage of room functions if appropriate 	<p>every fire drill</p> <p>when needed</p>	<p>£200-£500 for any new signage</p>	<p>Site Manager</p> <p>Classroom staff and TA's aware</p>	<p>Leadership team</p>
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ Review PSHE Curriculum ▪ Review Assembly Programme: consider Different/Same theme ▪ Regular items for newsletter highlighting achievements of pupils with disabilities 	<p>Ongoing</p>		<p>PSHE coordinator /family worker/ DH and office Manager</p>	<p>Leadership Team and Governors</p>

<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Use of Communicate in Print software if appropriate 	<p>When needed</p>	<p>Software resources</p>	<p>Office Manager</p>	<p>Head</p>
<p>Staff</p> <p>Promoting equality of opportunity for staff</p>	<ul style="list-style-type: none"> ▪ Monitor data in relation to recruitment, retention and professional development. ▪ Encourage disclosure of disability. 	<p>Ongoing</p>		<p>Head</p>	<p>Governors</p>