

# Whitnash Primary School

## Disability Equality Plan

### 2007-2010

#### 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.

This written document was shared with *Governors* at their meeting on December 6th 2007

## 1A: Vision and Values: Whitnash Primary's Disability Equality Plan

### **Our Aims Statement**

Whitnash 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.

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.

The National Curriculum Inclusion Statement reminds us that 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 varied teaching approaches;
  - using appropriate assessment techniques;
  - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **1B: 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, 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.**

Attainment on entry to Whitnash Primary School shows a broad spread of ability, but overall is well below the LA and National average. 4.5% of pupils have a Statement of Special Educational Needs. Following an audit of needs we have concluded that 12 % of staff and many of our pupils would meet the above disability definition. We have several parents, siblings and grand-parents who would also meet these criteria.

In February 2007 HMI commented, "The school meets the necessary requirements to help keep pupils safe and staff are diligent in their care of pupils. The school provides good care, guidance and support for pupils. Pupils with additional needs also make satisfactory progress as a result of suitable and well planned support. Personal development of pupils is good. The behavior of learners and their very good

attitude to work are strengths of the school and reflect good social and moral development. Pupils are supportive of each other. The supportive ethos of the school is reinforced by staff who treat pupils and each other with respect."

Training undertaken by staff includes the following:

"Creating a Communication Friendly Environment", Sep 04 (one teacher, twoTAs)

"Peer Mediation", 2007 (Y5/6 staff and TA)

"Dyslexia Friendly School", June 06 (SENCo)

"Communication Opportunities Groups: Social Use of Language" October '07 (LABSS training 1 x TA)

"Provision Mapping", May 2007 (Head and SENCo)

**We recognise the need to ensure asthma, epilepsy and deaf awareness training is part of our 2007- 2008 training plan.**

Over the last two years the attendance of pupils with disabilities has been in line with the school average if not above it. No pupil with a disability has been excluded.

The school has had an Accessibility Plan since 2003 and since that date the school and LA have completed the following work:

- Adapted a KS1 toilet, putting in a hygiene changing bed.
- Created a hygiene / changing room in KS2
- Improved fencing and security.
- Improved evacuation routes in an emergency.
- Increased school security to prevent pupils escaping un-noticed.

The attached Accessibility indicates where further improvements are needed.

School trips are planned on the basis that all pupils are included, and adaptations to include a disabled pupil in the 2006 residential visit were drawn up. 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 do need to ensure that after school clubs are accessible and open to all pupils.

Using our own pupil tracking grids together with work scrutiny and lesson observations, we track and analyse the achievement of all our pupils. HMI in February 2007 commented "pupils with additional needs also make satisfactory progress as a result of suitable and well planned support. Careful tracking of pupils' progress in English and mathematics has helped to identify any areas of learning that pupils are finding difficult. This information is used to ensure additional support or work is put into place quickly and progress is improved as

- Although Teaching Assistants are well trained, we need to ensure class teachers are maximising the use of this additional adult support.
- Teachers and TAs to plan together, particularly to identify next steps and more focused target setting for individual pupils. There is also little evidence of pre-teaching to enable greater inclusion in plenary / whole class sessions.
- Some pupils need to develop more independence. The school policy of not having TA's 'glued to individuals needs close monitoring by the SENCo to ensure pupils develop independence.

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

The school will also write to local initial teacher training providers to make them aware that the school is no longer in Special Measures and of the accessibility of the school for a student with a disability and ask to be considered for a PGCE placement.

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

- Behaviour Policy and class rules (accessible and visual versions of the rules should be on class notice boards)
- Bullying policy (is a visual copy is to be prepared if requested.)
- School visit venues

The school will review the administration of medicines and health care plans in light of advice from trade Unions and School health practitioners.

### **1C: Views of those consulted during the development of the plan**

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

- the Healthy Schools' Audit.
- The annual parents' survey.
- Discussions with children
- Staff and Governors

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

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

### **2B: 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

### **2C: Improving the delivery to disabled people of information that is provided in writing for people who are not disabled**

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

Admissions' Form filled in by parents/carers of new pupils needs to be amended to ask about access needs.

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.

All classrooms now have a copy of the fire evacuation procedure in Widgit Symbols. Room use should be indicated in both pictures and words.

### **3. Making it happen**

#### **3A: Management, coordination and implementation**

This Plan will be reviewed annually by a governors sub group (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 (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision - updated on March annually)
- SEN Self-evaluation Form
- School Improvement Plan;
- Asset Management Plan;
- Health and Safety Action Plan;

#### **Availability of Documentation**

**This plan will be available:**

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

# Whitnash Primary School

## Appendix 1: Disability Equality Action Plan & Access Plan

**2007-2010**

<b>Access to Curriculum</b>					
<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
Ensure appropriate ICT hardware & software is available for pupils with disabilities.	<ul style="list-style-type: none"> <li>▪ Review accessibility of ICT (including whiteboards) using specialist expertise if necessary.</li> <li>▪ Prioritise new software to purchase.</li> <li>▪ Train TAs and admin staff on use of Communicate in Print.</li> </ul>	Spring term 2008	Time £1,000  Half day x 5 staff	ICT Co-ord & SENCo	Leadership Team
Create effective learning environments for all.	<ul style="list-style-type: none"> <li>▪ Ensure all classrooms and resources are organised to meet pupil need.</li> <li>▪ Ongoing programme of staff training in disability awareness</li> <li>▪ Review all displays to ensure they are clear and accessible to all pupils.</li> <li>▪ Review Curriculum</li> </ul>	Ongoing	Head teacher 'walk the school monitoring'  allocation of 1 Curriculum meeting termly	All staff	Head SENCo

## Access to the whole Curriculum

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Increase participation in all school activities.	<ul style="list-style-type: none"> <li>▪ Audit participation in extra-curricular and peripatetic music activities and identify any barriers.</li> <li>▪ Ensure all school activities are accessible to all students.</li> <li>▪ Seek advice from DISCS re alternative accessible venues for residential trips/school visits.</li> </ul>	Spring term 08  Spring 2008	time	Governors	Leadership Team  Governors
Ensure all policies consider the implications of Disability Access.	<ul style="list-style-type: none"> <li>▪ Analyse impact of Behaviour Policy, Class Rules, Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in reviews - where possible.</li> <li>▪ Consult on any proposed changes.</li> </ul>	Spring 08  Sept 08	Governors and Leadership Team (inc SENCo) time to review policies.	Leadership team	Governors
To promote positive attitudes to disability	<ul style="list-style-type: none"> <li>▪ Review PSHE / SEAL Curriculum</li> <li>▪ Review Assembly Programme: widen focus of Different/Same theme</li> <li>▪ Involve local disability groups in assemblies and visits to school</li> </ul>	Begin AutumnTerm 07		SENCo / DH	Leadership Team and Governors

## Access to the School in its widest sense

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Increase site access to meet diverse needs of pupils, staff, parents and community users.	<ul style="list-style-type: none"> <li>▪ Review all evacuation plans.</li> <li>▪ Look into feasibility of a low arousal space.</li> <li>▪ Improve signage of evacuation procedures, internet safety, fire drill etc</li> <li>▪ Review new signage of classrooms.</li> </ul>	<p>Dec '07</p> <p>Sep '07</p> <p>Sept 07</p> <p>April 08</p>	Low arousal: Schools' Access Initiative	<p>SENCo</p> <p>Head</p>	Governors
Availability of documents in alternative formats.	<ul style="list-style-type: none"> <li>▪ Large print and e formats available on request</li> <li>▪ Investigate audio formats if / as required.</li> <li>▪ Monitor uptake of documents in alternative formats / languages</li> <li>▪ Homework information available as information sheets in alternative formats as appropriate.</li> <li>▪ Use of Communicate in Print software where relevant.</li> </ul>	Summer Term 07		<p>Admin.</p> <p>Class teachers</p>	Leadership
Promoting equality of opportunity for staff	<ul style="list-style-type: none"> <li>▪ Monitor data in relation to recruitment, retention and professional development.</li> <li>▪ Encourage disclosure of disability.</li> <li>▪ Write to Teacher Training Providers re using school for placements.</li> </ul>	Ongoing	Possible Access to Work application	Head	Governors