

Disability Equality Scheme - Five Ways Primary School

Disability Equality Scheme and Accessibility Plan

Introduction

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since

September 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 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 Accessibility Plan sets out the proposals of the Governing Body of Five Ways Primary School to increase

access to education for disabled pupils in the three key areas required by the 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 delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

In addition, the Disability Equality Duty (2006) requires all schools to:

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

This duty requires schools to:

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Publish the DES/Action Plan.
- Demonstrate they have taken action identified to achieve outcomes.
- Report on progress, review and revise the DES annually.

It is requirement that the schools' accessibility plan is resourced, implemented, reviewed and revised as

necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

1A: The purpose and direction of the School's plan: vision and values

Research evidence shows that pupils, who enjoy coming to school, and feel that they are loved and valued,

make better progress in their learning than otherwise. The happiness, welfare, care and academic progress of the children are at the centre of all we do.

Visitors to the school comment on children's:

- Happy, smiling faces.
- Their kind and considerate behaviour.
- Their excellent attitudes to their work.
- Strong pastoral systems, combined with staff who give the pupils the care, guidance and support they need as they develop and mature, ensure that pupils succeed academically and grow up to be well-rounded people.

Five Ways Primary School aims to create and maintain a safe, comfortable and stimulating learning environment which encourages high achievement for both pupils and staff. To plan and implement a well structured curriculum which fulfils all statutory requirements and which is matched to the learning needs of each pupil. To plan and utilize all opportunities which broaden pupils' interests, enhance individual achievements and develop each pupil's personal attitudes and social skills.

Our commitment to equality is driven by the National Curriculum Inclusion statement

- in that all pupils are set suitable learning challenges,
- that the school responds to pupils diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

In order to achieve these aims, all members of our community including those with a disability must be able to access provision when they attend School.

The values of respect and responsibility underpin our aims. All members of our community have a duty to respect the rights of others and to take responsibility for removing barriers to learning for disabled pupils.

1B: Information from pupil data and school audit

The DDA defines a disabled person as someone who has:

“a physical or mental impairment which has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). A fuller idea of what disability means in our school can be seen in the section Definition of Disability Is Tom Disabled? Appendix A.

To achieve a welcoming school for everyone it is important that all users of our school have a chance to voice their thoughts. Five Ways school carried out an audit of staff, governor's pupils and parents in order to ascertain the make-up of the disabled school population and to collate a range of views from all users of our school. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers. Appendix B

A list of pupils who have a disability that fits the description given in the Disability Discrimination Act 1995 has

been created to include all pupils with SEN and pupils with known medical conditions. Other children who staff may consider to have a disability are also included. Appendix C . Staff have the opportunity to disclose any disability to the Headteacher in confidence. New staff have this opportunity on application.

Development of data showing disabilities of governors, parents, guardians and other users of the school will be ongoing.

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

To achieve a welcoming school for everyone it is important that all users of our school have a chance to voice their thoughts. The views below relate to the annual questionnaire sent out to parents. See Appendix D

Question 11, 16 and 17

Pupils are happy to come to school and feel they are treated with respect and courtesy by the teachers. Pupils with special needs were pleased with arrangements made for them and were pleased by the provision made by the school for their welfare.

Question 3, 5, and 12

Parents were pleased with the high standards achieved by their children and that they were made to feel welcome in the school. Parents felt they are well informed about their child's progress and have a clear understanding of what is taught. Parents committed on the exemplary standards of behaviour and 'community' feel of the school.

Question 25

Highlighted areas for improvement included a greater range of clubs for children, whiteboards in every classroom and the promotion of healthy lifestyles. We are working towards becoming a 'Healthy School'.

Views Received on the School Audit Questionnaire Appendix E

"Brilliant that the school is taking such a serious approach to disability in the school environment."

"My child has been extremely well supported by all the staff and all his peers at Five Ways. He copes very well and continues to develop his social skills with this valuable support." (From a parent whose child has Autism)

"I have always found the school to be very helpful to my child and make him feel included in all school activities."
(From a parent whose child has ADHD)

An area of concern was the lack of disabled parking space.

Stakeholders Views

Parent Partnership view:

It would be very difficult to think of one thing that parents say about what schools do – other than listen to the

parents who are the experts on their own child and will often know what strategies will work, or not. We do get parents who tell us about things that schools have done, without reference to the pupil or parents, with the best intentions but which have turned out not to be successful and the parents say – “I could have told them that wouldn’t work – we tried that x years ago” **So “involve pupil and parent at earliest stages”.**

Make School Make Sense. (Sept 2006)

NAS This report identified the views of parents of children diagnosed as having autism spectrum disorders and those of the children themselves. It provided insight to their opinions on the education they received and would have liked to have received. Parents overwhelmingly chose increased teacher training as the change that would make most impact on their child’s learning. Particular concern was expressed by parents in relation to alleged bullying of their child. Despite additional attention being placed on early intervention, 45% of parents stated that it took more than a year for their child to be receiving additional support. Many felt the delay had had a negative impact on their child’s behaviour or mental health. Only half the children who have speech and language therapy specified in their statement actually received this, with parents reporting that social skills programmes were also often undelivered. 44% of parents felt that there was insufficient support to allow their child to take part in extended school activities such as breakfast club or after school clubs. Almost half of parents were concerned that the school environment was not adequately accessible, with particular concerns for those who had special sensitivity to sensory stimuli. Parents identified adjustments made by schools that had helped to reduce barriers to success at school. These included:

- Arranging flexible timetables and flexible levels of support.
- Transition books and visual timetables.
- Providing visual support cues and work stations to reduce anxiety.
- Use of social stories, use of time out cards and social skills training.
- Daily home-school, communication and meetings with parents.
- Support at break and lunch time.
- Breaking tasks into small steps, peer support and circles of friends.

Five Ways School uses all of the above strategies to increase positive attitudes towards disability.

SENCO-Forum 21.11.06

The best thing schools could do would be to listen to the child and have the courage to take notice of what they say. Lip service is paid to this. If what the child says does not fit with school/LEA/Government policy and targets, then it is ignored.

2A: Increasing the extent to which disabled pupils can participate In the curriculum

Five Ways is a forward-looking, highly professional organisation, which takes seriously the education of the children of Heath Hayes. The quality of teaching and learning throughout the school is of a very high standard, with levels of attainment rising from year to year. The teaching throughout the school centres around a well-planned and highly structured progression of learning objectives. Staffing organisation is based upon curriculum strengths, professional expertise and stated individual preferences. Pupils are taught in ability groups throughout the school, and discipline is good with undesirable behaviour kept to a minimum.

High standards of professional performance and appearance are expected from the staff. The staff form an extremely professional and committed team who work hard in the interests of the education of all pupils

- The school holds the national award of 'Investors in People', which reflects the strong commitment to staff development and training.
- The Basic Skills Agency's Quality Mark.
- Investors in Children.
- Effective Early Learning Award.
- Dyslexia Friendly Status Level 1 and aim to gain level 2 accreditation in the future
- Children are taught using a variety of teaching and learning methods based on what each child needs.
- Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.(see Appendix F)
- Individual Education Plans are written, SEN register is kept up to date and includes details of intervention programmes offered to pupils.
- Advice is sought from SENSS Advisory Teacher, Educational Psychologist, Autism Outreach and many other outside agencies to inform staff of the best ways to provide 'reasonable adjustments.'
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.
- Parents are encouraged to help their children with reading, writing and number work.
- To ensure children have the support they need, to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being (Every Child Matters outcomes) at the earliest opportunity trained staff will complete a common assessment working with multi agencies.

Differentiated tasks are prepared for identified pupils and continued partnership with the many outside agencies has meant that the school can plan and adapt the curriculum to suit the requirements of all pupils. Specialist resources are purchased for pupils as their requirements are identified, for example, a box has been provided for a pupil in year two to encourage a good sitting position, as recommended by the Physical Disability Team and a non slip mat to place under work sheets. The school has a significant number of support staff and this allows for the provision of SEN and Intervention Group work. The pupils themselves are involved in target setting and IEP writing.

2B: Improving the physical environment of the school.

Parts of our school offer good access to disabled users but there are areas for improvement. After carrying out a survey of the school community, a disabled grandparent of children who attend Five Ways School met with SENCO and SEN Governor to help identify possible issues around the school.

The physical environment of the school caters for the needs of all however, wheelchair access is limited in the KS 2 building and one of the mobile units. An induction loop is fitted into one classroom. The KS1 building has disabled toilet facilities and shower facilities, however some of the internal door ways were quite tight and some doors would be difficult to open by someone in a wheelchair. There is no disabled parking space provided. Awareness was raised about obstacles in the corridors e.g. paper drawers and boxes. Many of the external exits have steps although some doorways have ramps. One mobile is only accessible by steps. The slopes down to KS2 are also quite steep and care would need to be taken when using these. Year 3 and the KS2 hall are only accessible by external doors as internally these areas can only be reached by steps. KS2 building has no disabled toilets but one of the staff toilets is large enough to accommodate a wheelchair and only requires to have a handrail installed.

Recommendations:

- To install a handrail in KS2 staff toilet.
- Provide disabled parking space.
- Corridors need to be free of obstacles
- Pupils in wheelchairs to always be supported by an adult especially when needing to go through internal and external doors (always reverse out of doorways with steps when exiting building with a wheelchair).
- Install a ramp to mobile.

Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school as are practicable within stakeholder requirements and budgetary constraints. Five Ways is not designated as a Pathway School by the Local Authority, however, a local school in the vicinity is a Pathway school. Five Ways proactively seeks information regarding admissions of disabled pupils at its earliest opportunity and seeks to identify any particular work that needs to be carried out to directly benefit that pupil.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

As part of the Schools Dyslexia Friendly Status adjustments have been made to ensure better access to written materials:

- Work sheets are differentiated by content and colour.
- Sans Serif fonts or Comic Sans are generally used as a matter of good practice.
- Class rooms and corridors have pictorial clues and key words displayed.
- Visual timetables for pupils where needed.
- School website is simple and easy to access.

Currently we do not have any parents who have requested information in an alternative format but we are aware of alternative formats such as read aloud software, Braille and large print. We are aiming to make all text easy to read, aiming at a readability level of no more than 12 on the Flesch Kincaid level using tools in MS word. School sends out information letters to parents every Friday which are available on the school's website. All parents are offered the opportunity to speak to teachers to discuss pupils' progress or any concerns they may wish to discuss not only at consultation evenings but in person or by telephone whenever the need arises.

Pupil information, such as worksheets, is provided in an appropriate format taking into account impairments and preferences expressed by the pupils themselves, their parents or specialist services working in conjunction with teachers.

3A: Management, Co-ordination and implementation

The Disability Equality Scheme and Accessibility Plan will be formally adopted by the Full Governing Body.

The Action Plan will be reviewed annually at the Governors team meetings in the Spring Term and then with the Full Governing Body.

The Scheme and Plan will be reviewed and a revised scheme published every three years.

Evidence for the evaluation will take place through:

- Face-to-face meetings with pupils, parents and stakeholders
- Review of documents via email
- Staff awareness
- Lesson observations
- Parents opinions on questionnaire sent out in Autumn Term
- New Parents questionnaire sent out at induction

The DES/AP is fully consistent with the school's SEN policy and Equal Opportunity Policy. All school policies need to be reviewed to ensure that they comply with DES.

- School Development Plan
- Behaviour and Discipline
- PSHE
- Health and Safety
- Curriculum Policies

3B: Publishing the school's plan

The school makes the accessibility plan available in the following ways:

- Through the School Profile
- Through the School Office
- On the school web-site
- Making it available in alternative formats on request