

Meriden CE Primary School



Disability Equality Scheme and Access Plan

Period covered by plan: 2020-2023

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| Co-ordinated by | SENCo |
| Date reviewed | October 2020 |
| Date of next review | October 2023 |
| To be reviewed by | Full governing body |

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Introduction

Schools have had a duty to provide reasonable adjustments for disabled pupils since 2002: originally, under the Disability Discrimination Act 1995 (the DDA 1995); and, from October 2010, under the Equality Act 2010. From September 2012, the reasonable adjustments duty for schools and education authorities also included a duty to provide auxiliary aids and services for disabled pupils.

Under the Equality Act there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work. The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the ‘general duty’) that applies to public bodies and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The school’s Board of Governors has three key duties towards disabled children:

- Not to treat disabled children less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled children.

1: Vision and values

Meriden CE Primary School is committed to ensuring equal treatment of all its employees, children and any others involved in the school community with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices or curriculum delivery. We recognise that that we have a responsibility to meet the needs of all through promoting inclusion and recognising diversity. The school will not tolerate harassment of disabled children with any form of impairment, and will also consider the needs of children who are carers of disabled parents.

At Meriden CE Primary School, we are committed to an inclusive curriculum and we aim to increase access to the school’s facilities for all by:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- b) Improving the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- c) Improving the delivery of information, which is already in writing to pupils parents or carers who are not disabled, by extending the range of ways we make it available. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

This Plan is underpinned by the following features of the school:

- There is effective planning and liaison between appropriate school and support services working with individual pupils within school
- The Special Needs Coordinator (SENCO) has liaison time for agencies, support staff and families
- As a school we have high expectations of all pupils. We aim to establish a positive ethos within the school and staff. We aim to adopt a 'problem-solving' attitude in order to overcome barriers to learning for individuals
- We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all pupils
- We have a robust system in place for transition, transfers and integration of pupils. This includes gathering and sharing accurate information on the pupils' strengths, weaknesses and progress trends, together with strategies employed and evaluations of outcomes.

2: Action Plans & Evaluations

As a result of an audit, action plans have been drawn up.

The action planning work will be overseen and co-ordinated by the Governing body and by the headteacher or deputy head teacher.

The plan will be made available on request (different formats can be arranged).

Evaluation of the progress of the plan will be made by the governing body through an annual report by the head teacher.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Meriden CE Primary School.

Over the last two years the attendance of pupils with disabilities has been at least commensurate with the school average. The school has had an Accessibility Plan since 2003 and since that date the school and LA have completed the following work:

- Improved fencing and security.
- Installation of wheelchair access through permanent or temporary ramps.
- Installation of interactive whiteboards or televisions in every classroom to ensure highly visible and easily adapted material. Use of tablets for children with visual impairment.
- Disabled parking space allocated near to school for parents' use.

3: Management, coordination and implementation

This Scheme will be reviewed annually by the Deputy Head, SENCO and other key members of the school community.

Linked policy documents and information sections in school prospectus or staff handbook

- Curriculum policy
- Teaching and Learning policy
- SEND policy
- Behaviour and Anti-bullying policy
- PSHE and Citizenship guidelines
- Risk Assessments

Appendix 1

Definition of Disability, as amended by the Equality Act 2010

A person is a disabled person if they have a physical and/or mental impairment which has what the law calls ‘a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down’s syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. ‘Long term’ means that an impairment is likely to last for the rest of the person’s life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are ‘normal day-to-day activities’ at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

For example:

Someone who has ADHD might be considered to have a disability even if their medication controls their condition so well that they rarely experience any symptoms, if without the medication the ADHD would have long-term adverse effects. Progressive conditions and those with fluctuating or recurring effects are included, such as depression, provided they meet the test of having a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.

Definition of Special Education Needs

A child or young person has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child or young person has a learning difficulty if they have significantly greater difficulty in learning than the majority of children and young people of the same age.

Many, although not all, disabled children will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

Children or young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Whole School Provision Map

Provisions common to all Year Groups:

| Resource | Time/Cost | Accessed By |
|---|--|--|
| Whole-school target setting in English, Maths and Science for classes, groups and individuals | Annual staff meeting and termly reviews | Staff and SMT |
| Needs Based Plans drawn up and issued as appropriate | SENCO/ Class Teachers | Parents of pupils with SEND, Staff |
| Liaison with previous school (for new pupils) | Teacher / SENCO / FSW / secretarial time | Staff with ref to any pupil |
| Liaison on pupils with SEN with Staff | SENCo Time | Staff |
| Reviews held for SEN pupils | Staff involved time | Parents, pupils, staff, agencies |
| Differentiated materials and resources (Particularly English/ Maths resources) | SEN Capitation + subject budget costs | Staff +Pupils |
| Individual/ paired teaching and In-class support for pupils with EHCPs | LSAs (delegated funding) | Targeted students |
| General in-class TA support | 3 full, 6 part time TAs | Benefits all classes |
| Lunchtime nurture programme for vulnerable students | SENCo time | Targeted pupils |
| Anger management, self-esteem, social skills etc. programme for individuals | FSW, SENCo time | Targeted pupils |
| All catch up / support / intervention programmes | TA time | Targeted pupils |
| Dyslexia Friendly Access Strategies (Mind maps/word walls/ writing frames etc) | Training for staff | Benefits all students |
| Learning Styles awareness | Training for staff | Staff aware of pupils' preferred learning style |
| Monitoring in Literacy and Numeracy | INSET time for work trawl/ book trawl/ pupil interview | All subject leaders/ post holders/class teachers |
| Use of signs / symbols / Visual Timetables etc | TA time | All classes |
| Referral to Outside Agencies | SENCO Time / Agency time | Targeted pupils |
| Access to Speech and Language Advice / Programme | Professionals | Targeted pupils |
| Access to Physiotherapy Advice / Programme | Professionals | Targeted pupils |

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| Access to Occupational Therapy Advice / Programme | Professionals | Targeted pupils |
| Access to Advice / Programmes from Educational Service for the Sensory Impaired | Professionals | Targeted pupils |
| Individual counselling | FSW | Targeted pupils |
| Whole-school rewards and sanctions policy | Ongoing staff training | All pupils |
| Ramps / Handrails | Planned maintenance budget | All pupils |
| Furniture/fittings in some classrooms eg floor cushion, tilted writing surface | Furniture/fittings budget | Targeted pupils |

Additional Provision for Specific Year Groups

| Year | Provision / Resource | Time/Cost | Accessed by |
|--------------------|---|---|-------------------------------|
| EYFS | Liaison with Early Years settings- visits/ records/ attendance at reviews Time to Talk Therapy | Teacher time | EYFS Staff for any pupils |
| Years 1 – 5 | Year specific programmes | TA / SENCO time | Targeted year groups |
| Years 1 – 5 | Friendship and other support programmes | TA / SENCO time FSW | Targeted year groups / pupils |
| Year 6 | English and Maths booster classes | Teacher time | Targeted pupils |
| Year 6 | Liaison visits from receiving secondary school staff | Year 6 teacher and secondary school staff | All pupils due to transfer |
| Year 6 | SENCOs liaise to gather information | SENCO time | SEND Year 6 pupils |

Action Plan – Improving Curriculum Access

| Targets | Strategies | Outcome | Responsibility | Time frame | Goal Achieved |
|--|--|--|---|------------|--|
| Continued raised awareness of the curriculum needs of all pupils on the SEN register for whole staff. | Continued programme of INSET at whole school staff meetings. Liaison meetings with SENCO | Overview of the needs of particular groups of pupils for all teaching staff | Inclusion Team | On-going | Increased access to the curriculum for all groups |
| Clarification of support role of school staff in meeting needs of pupils with Visual, Hearing and Speech and Language Difficulties | Work with SEN Service, Talk Therapy and SISS to agree role of school staff in supporting individual children | Appropriate support for pupils with speech and language difficulties from school resources. | Inclusion Team On-going support by SISS and Talk Therapy | Ongoing | Increased access to the curriculum through specialised support for pupils with speech and language difficulties. |
| Promote positive attitudes towards disability | Review Assembly Programme: widen focus of Different/Same theme Involve local disability groups in assemblies and visits to school Regular items for newsletter highlighting achievements of pupils with disabilities | Achievements of all groups celebrated | Inclusion Team | On-going | Increased awareness of disabilities |
| All trips and out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | All teachers / SLT | Ongoing | Increase in access to all school activities for all disabled pupils |

Action Plan – Improving Premises Access

| Targets | Strategies | Outcome | Responsibility | Time frame | Goal Achieved |
|--|---|--|----------------|-------------------------------------|---|
| Replace existing pupil chairs in KS1 & KS2 | Continue replacement of chairs so appropriate postural support is provided for pupils | Seating is appropriate for all pupils | Inclusion Team | As funds allow and as needs dictate | To aid curriculum access |
| Improve safety of pupils with disabilities | Review Personal Evacuation Plans for pupils with Visual or Hearing Impairments or Physical Disabilities | All pupils are safe and able to evacuate quickly when required | Inclusion Team | Ongoing | All pupils and staff clear on evacuation procedures |

Action Plan – Improving Access to Information

| Targets | Strategies | Outcome | Responsibility | Time frame | Goal Achieved |
|--|--|---|-------------------------------|---------------------------|---|
| Increased availability of written material in alternative formats | The school will make itself aware of the services available for converting written information into alternative formats. | Ability of school to ensure availability of material in alternative formats as required | Office / SLT / Inclusion Team | As required- from present | Delivery of information to disabled pupils / families improved |
| Ensure that meeting information is presented in a user-friendly and clear way i.e. by reading aloud, use of IT | SENCO to arrange meetings / training courses | Improved understanding of children's needs for target group | Inclusion Team | Ongoing | Successful transfer of information to ensure school more effective in meeting needs of pupils |
| Clear communication between all staff | SENCO and DHT to arrange meetings to share information with Lunchtime Supervisors about particular needs | Improved understanding and provision for child at lunchtime | DHT / Inclusion Team | Ongoing | Successful transfer of information |

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|---|--|--|----------------|---------------------------|---|
| Review documentation with a view of ensuring accessibility for pupils / families with visual impairment | Get advice on alternative formats and use of IT software to produce customized materials. Purchase appropriate software and training in production of symbol materials | School to respond immediately to needs of pupils / families requiring pictorial support materials All school information available for all who request it | Inclusion Team | As required- from present | Delivery of school information to pupils & parents with visual difficulties improved. |
|---|--|--|----------------|---------------------------|---|