



Disability Equality Scheme and Accessibility Plan

2009

Crossdale Drive Disability Equality Scheme

December 2009 - 2012

Introduction:

The Disability Discrimination Act 2005 requires schools, when carrying out their functions to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life, and
- Take steps to take account of disabled persons disabilities even where that involves treating disabled persons more favourably than their non-disabled peers

The accessibility plan that forms part of this Scheme sets out the proposals of the Governing Body to increase access to education for disabled pupils in these areas.:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Monitor the environment of the school to ensure that disabled pupils can take advantage of education and associated services
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Definition of disability:-

A disabled person is someone who has a

- *Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.*

The definition of disability covers a wide range of impairments including Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health issues and incontinence. People with ADHD, Autistic Spectrum Disorders, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed

disabilities. Facial disfigurement, Dyspraxia, Dyslexia, gross obesity and diagnosed eating disorders, and many more.....

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life

This Disability Equality Scheme sets out the ways in which Crossdale Drive Primary School will meet its general and specific duties.

The Access Plan of Crossdale Drive School 2009 – 2012 already lays out the plans to increase access for disabled pupils in line with the planning duties in the Special Educational Needs and Disability Act 2001. This is attached as Appendix A.

The school's aims show that Crossdale Drive is committed to equal opportunities in every area of school life and will continue to build on its good practice in Disability Equality.

Our Aims:

1. A Broad and Balanced Curriculum

We maintain a friendly and stimulating atmosphere within a large family unit in which the children are given individual attention and encouragement. We offer a broad, balanced curriculum, presented in a relevant manner, and encompassing the National Curriculum, making education an enjoyable and fulfilling experience. Our children are given many opportunities to develop to their fullest potential – academically, emotionally, socially, spiritually and physically.

2. Fostering Care and Respect.

With the aim of creating a caring and secure atmosphere, our children are encouraged to show consideration for all. We have a commitment to equality of opportunity and reject discrimination in all its forms. We offer positive encouragement to enable each child to develop a true sense of self esteem and self confidence. We encourage our children to value themselves and others – to listen to and respect the opinions of everyone and equally to feel confident that their own ideas are listened to and respected.

3. A Worthwhile Contribution to Society

We help our children to achieve an understanding of the world in which we live and the interdependence of individuals, groups and nations. We present each child with opportunities to develop positive attitudes and values to enable them to make an active and worthwhile contribution to society.

4. Our School Environment

We wish to maintain a fully inclusive, safe and high quality school environment for all our pupils, staff, governors, parents and visitors. By providing such an environment we will enhance the educational experiences for all of our children.

5. Teamwork

We aim to maintain a happy, well-motivated staff and governor team, sustained by an atmosphere of openness, mutual trust and respect. We are committed to professional development, both for its benefit for individuals and to enhance the effectiveness of the school team.

6. Parents and Community

At Crossdale, we value a full and effective partnership of children, staff, governors and parents. All parents are encouraged to be actively involved in every stage of their child's education. We welcome their participation in all types of educational and social activities throughout the school year. Our aim is to make Crossdale an important part of the local community in as many ways as possible

Crossdale Drive School has involved disabled people in the development of this Scheme by:

- Forming a DED committee of interested staff, governors, students and parents
- Consulting parents using a questionnaire

Gathering Information

Crossdale Drive School will continue to gather information to ensure that policies and practices meet the legal responsibilities of the Disability Equality Duty.

We will do this through:-

- the work of the DED committee,
- the use of stakeholders' questionnaires,
- pupil questionnaires
- discussions with staff and governors,
- consideration of recruitment, development and retention of disabled employees,
- monitoring the educational opportunities available to and the achievements of disabled pupils,
- the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

Some of the priorities for school's first scheme will reflect the need to gather improved information for the next scheme.

Recruitment, development and retention of disabled employees

We will collect information on recruitment from those who wish to submit it. As information on staff improves, it will be important to analyse the information and then use it to identify areas for improvement.

Governors will consider using positive discrimination to encourage applicants with disabilities. An example of this may be guaranteeing an interview for disabled applicants who meet the match a job specification.

At present, no staff members have reported that they consider themselves to have a disability following the criteria on page 2. If a member of staff were to report having a disability, we would discuss how support could be provided.

Educational opportunities available to disabled pupils

We will audit:-

- Areas of the curriculum that present challenges
- Participation in extra-curricular activities
- Different forms of communication
- Alternative provisions
- Attendance of disabled pupils on residential visits and clubs

Current educational opportunities available to disabled pupils include:

- District Boccia tournaments
- Residential trips
- Range of competitive and non-competitive extra-curricular activities
- Use of signs and symbols
- The building has been adapted to the needs of pupils with disabilities

Achievements of disabled pupils

We will recognise :-

- formal achievements and qualifications,
- other achievements such as improving attendance or achieving positions of responsibility
- 'Value added' achievements of disabled pupils compared to their non-disabled peers
- SATS results
- out of school club participation
- sporting achievements
- and celebrate the achievements of all pupils in 'Fantastic Friday' assemblies.

All achievements will be celebrated publicly alongside non-disabled achievements rather than separately.

School will create a list of children who have disabilities. This list will comprise of children identified by parents / carers, and those identified by school who fit the school's definition of disability. This will be kept in the SEN folder. This list will be interrogated annually to ensure these children make progress.

The school has set the following priorities in respect of consultation on the plan:

- Annual analysis of outcome data for the SEN data set will include a focus on the outcomes for children on the school disability register .
- Annual analysis of children's achievement and participation in relation to the 5 outcomes of The Every Child Matters Agenda .

We will add the following text to our first letter to new parents and carers:

- Your support for your child's education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font or Braille, providing a signer, explaining things over the phone, wheelchair access.

Impact assessment

School is keen to ensure that none of its policies and practices disadvantage disabled people. Following consultation we will consider the impact of policies and practices on disabled people in the following areas:

- The School Visits Policy
- Lunchtime arrangements
- Homework arrangements
- Classroom organisation
- Sports Day
- Recruitment procedures (Staff and governors)
- Retention of disabled staff
- School performances (wherever possible - access arrangements for visitors with mobility, hearing or visual difficulties)
- Parental consultations

The Scheme will be reviewed by Governors in line with all ongoing policy reviews. The Governing body will act as a critical friend scrutinising the efficacy of the policy. The DES committee will contribute to this review.

Action Plan

Based on consultations, taking account of the information gathered, and in order to meet the duties, Crossdale Drive School has developed the following Action Plan to promote Disability Equality.

Crossdale Drive School will report on the Disability Equality Scheme at least annually. We shall report on the steps taken to fulfil the action plan, detail the information gathered, and report how that information is influencing future planning.

We are required to publish our disability equality scheme. We can publish a single document to serve as both our access plan and our disability equality scheme. Whenever it is published, we must be able to provide a copy to anyone asking for it.

Schools are required to report on their scheme annually to Governors and the DES committee.

Schools are required to review and revise their scheme every three years.

The following documents have been used to develop this example Disability Equality Scheme.

“Schools and the DED in England and Wales” Disability Right Commission

“Promoting disability equality in schools” DfES guidance.

Action Plan

Disability Equality Duty	Outcome	Action	When	Who	Measure
Promoting equality of opportunity	All staff made aware of Disability Equality Duty	All staff made aware of Disability Equality Duty	Staff meeting Spring 2010	All staff and DED comm input.	Greater awareness
	Access to all subject/ Curriculum areas	When reviewing all policies to pay special attention to DED.	Annually	All staff	Audit and questionnaire findings
	Access for school community	Audit accessibility for visitors	January 2010	DDE comm	Report to GB → duty of meeting the needs of

					those with a disability
Eliminate discrimination	Disabled people have privacy	1. Review facilities (privacy)/secure storage of needs	Asap through GB	GB	Fulfil needs of each individual child. Review need for medical room ?
	Staff and parents aware of DES policy and expectations	Share policy	Autumn 2010	PC / RC	All interested parties have access to policy
Eliminate harassment	Anti-bullying review	Reinforce current anti-bullying policy. See it, Stop it, Get help.	Ongoing	All school community	Elimination (but realise this may not be total)
	Participate in national anti bullying week	Participate in national anti bullying week	Autumn 2009	All staff	Staff discussion
Promote positive attitude	Adjustments to building / planning / provision as required	Access, support, provision overall.	In all activities with reasonable adjustments	School community	People with disability report positive outcomes and satisfaction with provision.
Encourage participation in public life.	1. Access to trips, residential trips	Consultation with EVC children& parents making sure participation viable	Every trip	All staff, children, EVC	Reasonable adjustments so participation is possible.
	2. Use Buddy benches to encourage wider choice of play.	Reinstate BBs with staff and children	January 10	School community	All children participating in play.
Taking steps to meet disabled people's needs	Building is safer and fit for purpose	1. Health & Safety audit, buildings survey	Already started	JEB, GB	Adjustments made to building if necessary.
	All able to have choice of communication	2. Signs and symbols training	ongoing	All staff	S&Ss used in class
Ensuring PSHE curriculum covers DES	Children systematically taught about DES issues	Audit curriculum	2011	All staff	Children consider DES issues on regular basis as part of PSHE curriculum
Assemblies to	Issues around	Range of speakers	ongoing	HT	Regular

cover DES issues	DES regularly considered	invited in			assemblies
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Acknowledgements

Governors at Crossdale Drive Primary School would like to thank the following individuals who contributed to the development of this plan:

- Catherine Cox (Governor and Parent)
- Claire Bosanquet (Parent)
- Rachel Cox (TA and SEN Manager)

Crossdale Drive Primary School Accessibility Plan

2009-2012

1. Information from pupil data and school audit

This section aims to demonstrate the presence, participation, and achievements of disabled pupils.

The school has conducted an audit of children at school. The presence of disabled pupils in the school and the patterns of their participation in the life of the school are detailed in the school SEN provision map and whole-school provision map.

The school has considered its strengths and weaknesses in working with disabled pupils:

- There are no areas of the curriculum to which current disabled pupils may have limited or no access.
- There are no parts of the school to which current disabled pupils may have limited or no access.
- All children on the school SEN register choose and participate in extra-curricular activities (in or out of school hours) .
- School practices and procedures are completed with an awareness of current disabled children in the school, particularly in learning and teaching, behaviour and anti-bullying policy, risk assessment procedure, time-tabling, the administration of medicines.
- Analysis of end of year and of Key Stage outcome data should include a focus on children on the School SEN register.

Views of those consulted during the development of the plan

The plan is informed by:

- the priorities of the local authority
- the views and aspirations of all stakeholders involved with the school.
- the views and aspirations of disabled pupils and their parents

2. The main priorities in the school's plan

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

The aim of this accessibility plan is to go beyond the basic principles of three-level differentiation and respond to the fact that, *for pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary (QCA, 1999)1.*

This section shows how, over time, the curriculum will become more accessible.

The school has set the following overall priorities for increasing curriculum access:

- A planning meeting will be completed at the beginning of each academic year between parent, class teacher and the staff member responsible for the Accessibility Plan to plan for the needs of any child with a recognised disability to produce an IEP or care plan for that child.
- Where necessary, arising from these meetings, school will seek support from parents, support services, and other agencies to inform the development of the IEP for these children.
- Regular curriculum review meetings and reviews of the School Improvement Plan will contain a consideration of curriculum access issues relating to the access of children on the school disability register, and the availability of disabled role models, the representation of disabled people in books and teaching materials and the inclusion of disability issues in the curriculum.
- Monitoring of access to extra-curricular activities by children on the school disability register; clubs, residential etc, through whole-school provision mapping.
- Lesson observations will include a focus on access for children on the school disability register
- Monitoring of TA support to enable inclusion of children on the school disability register in subject areas in which they require support, as identified in that child's individual access plan

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school has set the following overall priorities for increasing curriculum access

- Use of visual timetables
- Use of signs and symbols throughout the school
- Improved toilet facilities
- Creating a quiet area privacy and dignity as appropriate.

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

The school has set the following priorities for providing information for disabled pupils:

- Where appropriate, through liaison appropriate support services, children will be provided with information presented in a way appropriate to their needs, including:
- Use of pastel paper for dyslexic students.
- Large print and audio formats as required.
- Homework information available as information sheets in alternative formats when requested.
- Use of symbol software.
- Tailoring Home / School information to the needs of the child

3: Making it happen

Management, coordination and implementation

The school accessibility plan will be fully integrated into the:

- School Improvement Plan
- SEN policy
- Asset management plan
- Health and Safety Policy

The school accessibility plan will, where appropriate be co-ordinated with the local authority accessibility plan, social services, relevant health agencies.

The Governing Body takes responsibility for the school accessibility plan

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- The Access plan will be reviewed and revised annually by the SMT and the Governing Body
- The review will use the school provision mapping system, children’s individual access plans, outcome of data set monitoring, and the priorities in the School Improvement Plan.
- The Access plan will be available to all children, staff, and parents to contribute to the review process at any time.

Action Plan

Aim	Outcome	Action	When	Who	Measure
Use of visual timetables	Children gain increased independence	<i>Repair IT solution and train staff</i>	Sep 2010	PC and RC	All classes have visual timetables regularly.
Use of signs and symbols throughout the school & Use of symbol software.	Curriculum access improved	<i>Staff meeting and training</i>	Sep 2010	PC and RC	Evidence of S&S across curriculum
Improved toilet facilities	Better access and independence	<i>Pursue funding steam</i>	Ongoing	PC and CC	New toilets!

Creating a quiet area privacy and dignity as appropriate.	Children allowed privacy and dignity when necessary	<i>Pursue funding steam</i>	Ongoing	Peter	Is room created
Use of pastel paper for dyslexic students.	Curriculum access for Dyslexic children	<i>Pursue dyslexia friendly mark</i>	Now	Does it happen?	DF accreditation gained?
Large print and audio formats as required.	Access for visually impaired	<i>Investigate support services</i>	Now	Peter	Access to support available
Tailoring Home / School information to the needs of the child	Improved communication	<i>As apt: -home/school diary -use of text messages or email -Notes -Fronter -Stickers</i>	ongoing	PC / RC	Parent survey

Getting hold of the school's plan

The school has set the following priorities for making its plan available:

- The plan will be available on the School Website
- The plan will be available as a paper copy
- The school will make the plan available in different formats, such as large print or Braille, as necessary. Please contact the school if such measures are necessary.