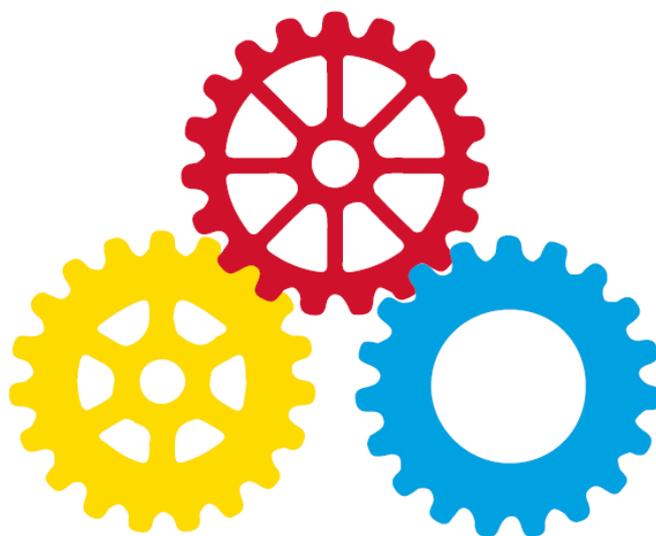


Disability Equality Scheme & Accessibility Plan 2022 – 2025



**North Scarle
Primary School**

‘Choosing to be Successful’

This document has been created by the Governors of our school to ensure that we are committed to providing an environment where children have fair and equal access to North Scarle Primary School and have the opportunities for “Choosing to be Successful.”

Approved by: Full Governing Body

Date: Jan 2023

Last reviewed: Jan 2023

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Section 1

Introduction

Disability Discrimination Act (DDA)

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 plan sets out the proposals of the Governing Body to:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the environment of the school so that pupils with a disability can take full advantage of the education offered
- improve the delivery of information to disabled pupils.

The school's Accessibility Plan will be reviewed and reported on annually at a Governors' meeting.

Disability Equality Duty

The DDA 1995 has been amended by the DDA 2005 so that it now places on schools 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
- take steps to take account of disabled person's disabilities, even where that involves treating disabled persons more favourably than other persons.

The specific requirement is for public authorities to have a Disability Equality Scheme. This requirement for schools came into force on December 2007 for Primary schools.

Section 2

Definitions and Duties

Disability Discrimination Act

The DDA 1995 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”.

The definition can include a wide range of impairments, including dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder (ADHD). An impairment does not in itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

The test whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

The definition in the DDA is broad. It includes more pupils than many think. There is a significant overlap with pupils with special educational needs (SENs), though the definition of SENs does not cover all disabled children. For example, pupils with medical conditions, disfigurements and other impairments may count as disabled but may not have SENs.

The existence of an impairment or condition does not depend on an official diagnosis if the impairment is long-term (12 months or more) and has a substantial adverse effect, it falls within the terms of the DDA whether there has been an official diagnosis or not.

The Duties in Part 4

It is unlawful for schools to discriminate against disabled pupils. A school discriminates if:

- It treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification
- It fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the “reasonable adjustments” duty.

Disability Equality Duty

The changes to the DDA 1995 brought about by the DDA 2005 have brought about a change in focus from a reactive to a proactive attitude to disability. The Disability Equality Duty includes both general and specific duties. The Codes of Practice for public authorities and schools must have “due regard” to the Codes.

“Due Regard” comprises two linked elements: proportionality and relevance. In all their decisions and functions schools should give due weight to the need to promote disability equality in proportion to its relevance.

“The General Duty” requires schools to consider the six issues (Section 1) in all actions we take. This includes activities inside and out of the classroom. The general duty will build on existing responsibilities including the duties to make reasonable adjustments and to plan strategically to increase access to the school over time.

“The Specific Duty” regulations requires schools to produce a Disability Equality Scheme (DES). We are combining the DES with the Accessibility Plan.

These are our specific duties:

- to produce a DES demonstrating how we will fulfil general and specific duties
- we will involve disabled people in the development of the Scheme
- to report on the Action Plan.

Section 3

Vision and Values

As an inclusive primary school, we work towards unlocking the potential of ALL our children, regardless of their starting points and perceived limits, so they can be happy and become the most successful version of themselves.

We aim to achieve this by providing a safe, nurturing and inspiring learning environment that supports our children both physically and emotionally.

Our successes are built on shared values and high expectations, provided by an aspirational and enriched curriculum and a supportive community.

“Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.” (Herman Cain)



Quite simply, we value that a child's happiness is the key for them to learn, achieve and see themselves as successful individuals. Our values are reflected in the work we do in school, at home, together as a community and beyond.

Our School values are underpinned by our 'Secrets to Success' which drive everything we do. As part of 'The North Scarle Family' we value, and want our children to value, that success is about happiness, choices and feeling good about yourself. It's about recognising that everyone has setbacks and failures but for a 'North Scarle Learner' the first step to success is choosing. As we reflect on our values and secrets to success, we want them to support us all in determining who we are and who we want to become, how we treat others and how we wish to be treated.

'Secrets to Success'

- ❖ Try New Things
- ❖ Work Hard
- ❖ Concentrate
- ❖ Push Yourself
- ❖ Imagine
- ❖ Improve
- ❖ Understand Others
- ❖ Don't Give Up

We will utilise technologies to support the learning and teaching processes, striving to be innovative.

We will be a sustainable school.

We consider ourselves a community in which individuals' needs are recognised and all members' talents and aptitudes fostered.

The care for each child is central to our aims and provision.

We are committed to a policy of equal opportunities for all; children, parents, staff and visitors.

We will not discriminate against anyone on grounds of race, ethnic origin, gender, sexual orientation, religious beliefs or disabilities.

We welcome the contribution equal opportunities makes to the education and learning of all members of our school through:

- developing and reinforcing the views and rights of the individual and groups who have different beliefs
- preparing to be active members of a community, understanding the value of citizenship and developing an awareness of societies in other parts of Britain and across the world
- a school curriculum that is planned to include issue-based work.

We undertake:

- to promote the self-esteem and emotional and social development of each pupil
- to ensure that girls and boys have a full entitlement to a broad and balanced curriculum and they become well rounded learners
- to work closely with our pupils to identify their learning styles and preferred areas of intelligence in line with all school policies
- to provide, through the behaviour of staff towards each other, pupils, parents and visitors, an example that will encourage all members of our school community to be conscious of the importance of equal opportunities and respect for others
- to respect the cultural and ethnic diversity of pupils, parents, staff and visitors
- to enrich the pupils' education with experiences that will further their understanding of other cultures and celebrate difference
- to develop our pupils' debating and reasoning skills so that they respect and listen to other points of view
- to enable high quality learning to take place through studying other religions as set down in the Agreed Syllabus
- to make full use of opportunities within the life of the school to increase religious understanding and tolerance and forge links with the wider community.

We will strive to overcome barriers to learning and assessment for individuals and groups of pupils.

We aim to identify and remove barriers to disabled pupils in every area of school life.

Section 4

Accessibility

The Governors and staff at North Scarle Primary School will have regard to the implications of the DDA and embed good practice across all aspects of school life.

Physical changes to the school in recent years

2012-2013

Moderations were made to class 1 in order to make it wheelchair friendly. This included:

- A ramp from the classroom into the outside area,
- A ramp leading into the outside house,
- An adjustable water tray that can move up and down.

2013-2017

In order to accommodate a student with cerebral palsy for whole days at school some structural work was undertaken at the school. This included:

- Bases of the doors throughout school being levelled,
- A purpose built hygiene suite being built adjacent to Class 2. This accommodates specialist equipment, a hoist, disabled toilet, sink and a physiotherapy bed.
- Medical cabinet purchased to store specialist medical supplies.

Summer 2022

New flooring was laid throughout the school in classrooms and corridors. Floors which had been uneven and covered with carpet flooring that was creased, split and worn, was replaced with LVT (luxury vinyl tiles). This has provided:

- Easier access through school for wheelchair users and walkers
- Each classroom space to be utilised fully to include physical indoor activity (including PE lessons) accessible to ALL pupils

Actions Completed:

Increased the extent to which disabled pupils can participate in the curriculum by:

- Continuing to increase the confidence of staff to effectively differentiate the curriculum to meet the needs of pupils
- Ensuring support staff have received training and support to assist disabled pupils
- Carefully deploying learning support assistants to work with identified children
- Reviewing the residential visit so that it is available and accessible to all children in the three-year groups concerned as is all visits planned throughout the school
- Increasing and updating ICT and technology to support all learning

Improved the physical environment of the school to enable disabled pupils to take better advantage of the education provided by:

- Making sure all areas of the school are accessible by all and meet the needs of the pupils
- Continuing to ensure that the school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors
- Ensuring all pupils can safely evacuate

Improved the availability of accessible information to disabled pupils, staff, parents and visitors by:

- Ensuring information for parents/carers and visitors is accessible
- Providing information in a variety of formats

All actions above will remain as part of the accessibility plan and therefore will continue to be reviewed annually by the Governing Body.

Lesson observation by the headteacher and governors include aspects of inclusion in teaching and learning.

On information, we are developing a range of formats to meet differing needs. We are aware of external services to produce alternative formats if necessary and where to seek support and help.

We will use our assessment system in school to monitor our progress as a school and the progress of those pupils with a disability to ensure that we are adding value for each individual. Identified Governors are to support the Headteacher in monitoring the assessment systems, safeguarding and all priorities in the School Improvement Plan.

The School Council will be involved in identifying areas of the school that need improvement and will be involved in all areas of our Action plan.

The School Council and future Eco-Warriors will identify and monitor the environmental issues in the school and community.

Section 5

Action Plan

- To ensure that we are able to consider and accommodate adaptation to areas of our school at the request of a parent or the Local Authority to ensure that they have, wherever possible, access to North Scarle Primary School.
- School Council will be involved in identifying areas of the school that need improvement and will be instrumental in creating our development for the next academic year

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>To provide an inclusive, enriched, aspirational and inspiring curriculum that pupils can all access</p> <p>To regularly monitor and review our curriculum through our M&E schedule, carried out by SENCo, SLT and Subject Leaders</p>	<p>drop ins/book look/pupil voice activities</p> <p>3 x pupil progress meetings per year</p> <p>Data to be analysed by specific groups</p> <p>Pupil and parent questionnaires</p> <p>SEN Governor visits</p>	Headteacher/ SENCo	Ongoing 2022-25	<p>Pupil progress will be at least good for all pupils from their starting points</p> <p>Staff CPD log shows staff accessing training that enhances their ability to differentiate the curriculum and improve their ability to assist pupils</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Hygiene suite • Shelves at wheelchair-accessible height 	<p>To create a sensory garden outside</p> <p>To provide and ensure visual signs are used in appropriate places and provided to those who need visual cues to help them</p>	<p>allocate budget to sensory garden development</p> <p>establish a working party and volunteer group</p> <p>seek advice and ideas from special school partner and LA specialists</p>	<p>Headteacher/ Governing Body</p>	<p>Sept 2024</p> <p>Sept 2023</p>	<p>Sensory garden will be accessible to all</p> <p>Garden will stimulate all 5 senses</p> <p>Pupil voice and monitoring will show positive impact on pupils</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Review information to parents/carers and make sure it is accessible</p> <p>Ensure all staff are aware of guidance on accessible formats for information and the need for effective communication in school</p> <p>Make sure information is available in a variety of formats.</p>	<p>Parents to fill in questionnaire to review the information sent by school. Asking whether there is anything the school could do to make the information more accessible.</p> <p>Staff meeting and information to be given to all staff within school to read.</p> <p>To ensure that the school provides information via:</p> <ul style="list-style-type: none"> • Letter • Website • Notice board • Email 	<p>Headteacher/ SENCo</p>	<p>Sept 2023</p>	<p>Questionnaire feedback will be actioned and plan updated</p> <p>Staff will use accessibility formats for information within school.</p> <p>Information is provided in a variety of ways so parents can gain information from various sources.</p>

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

SEND policy

Supporting pupils with medical conditions policy