

Introduction

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe that we work hard to ensure that the culture and ethos of Robert Peel are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)



We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Robert Peel Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school. The Accessibility Plan will be reported upon annually in respect of progress and outcomes and make any alterations as deemed necessary. This plan was updated in September 2018 and reflects statutory requirements for the setting of Equality Objectives.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Robert Peel Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); 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 or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information and is reviewed annually to reflect the needs of the children attending the school.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Finance, Personnel & Premises Committee;



- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty respect the child's and parents right to confidentiality;
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- the responsibility endorses the key principles in the National Curriculum framework which underpins the development of an inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupil's diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;

Role of the Headteacher

The Headteacher will:

- in conjunction with the Governing Body devise a new plan every three years;
- oversee the implementation of the policy and plan;



- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school personnel with disabilities;
- inform the Governing Body on the training programme for school personnel;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- annually report to the Governing Body on the success and development of this policy.
- identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;
- identifying what needs to be done to improve our provision of courses for adults and families who have particular needs in the community;
- identifying the training needs of school personnel;
- annually review this policy and the Disability Accessibility Plan.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school.



Role of Pupils

Pupils must:

- be aware of and comply with this policy;
- learn to recognise, understand and learn how to treat people with disabilities by:
 - identifying different kinds of disabilities
 - visualizing what it might feel like to be disabled
 - supporting and interacting with disabled people
- empathising
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school's Golden Rules and guidance necessary to ensure the smooth running of the school;
- liaise with the School Council;
- take part in questionnaires and Pow-Wows.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part in periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

The school's existing provision for pupils and adult users with a disability

Robert Peel is committed to providing an environment in which children with a disability have access to all areas of learning.

The School's buildings are well designed to meet the needs of people with disabilities:

- Only two classrooms in the Lodge are up a few small steps. All other areas of the school are on ground level.
- All classroom entrances allow for wheelchair access;
- Toilet facilities for people with a disability are available throughout the school.



Meeting the Planning Duties

Improving Access to the Curriculum

- School staff will continue to receive training in making the curriculum accessible to all pupils;
- The school will continue to seek and follow the advice of the Local Authority, e.g. specialist teacher advisers and SEND inspectors/advisors, and of appropriate health professionals;
- The school will continue to make sure that pupils with a disability are not treated less favourably and teachers will continue to modify teaching as appropriate for children with disabilities, in accordance with its SEND and Inclusion Policies. A child with a disability does not automatically have an educational need;
- The school will continue to recognise and value parents’ knowledge of their child’s disability and its effect on day-to-day activities and make sure this is taken into account when a child begins school;

Improving the School Environment

- The school is aware of its responsibility to provide information in alternative formats for pupils with a disability when required or requested and will take appropriate steps to do this as the need arises.

Improving Accessibility

Target	Strategy	Outcome	Timeframe	Achievement
To update training for all staff in teaching children with a hearing impairment.	Hearing Impaired Service to lead training in use of transmitter and general understanding of the needs of a hearing impaired child. Two LSA’s to be trained in British Sign language.	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them. Staff who support children with profound hearing loss are able to use sign language to communicate with the child.	Autumn and Spring term 2018	Hearing impaired children are successfully included in all aspects of school life.
To conduct regular training for all staff in supporting children with ASD, ADHD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. This includes Anxiety Curve Training.	Ongoing cycle of training and review of school practise and needs of the children.	Children with ASD are successfully included in all aspects of school life and are successful learners.



Target	Strategy	Outcome	Timeframe	Achievement
To ensure all classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables and Work Stations.	Children have ready access to a range of resources to support their learning.	On-going	Increase in access to the National Curriculum and all learning taking place.
To ensure all children on SEND Register have a Provision Map or SEND Support Plan in place.	SEND Support Plans written for children on Stage 2 or who have an EHCP. All children in receipt of interventions are on a year group Provision Map.	Provision Maps are up to date and forms a key part of the planning process for all pupils and reviewed termly. SEND Support Plans reviewed by SENDCo and shared with parents.	Termly	Measurable Provision Maps and short term SEND Support Plan targets are in place and are reviewed termly.
To ensure the availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	On-going	Delivery of information to pupils and parents/carers improved
To make all classroom environments dyslexia friendly.	Staff to work on variety of resources available and classroom layout	All classrooms support children who have been diagnosed with dyslexia or who display dyslexic tendencies	On-going	Classrooms dyslexia friendly monitored through Learning Walks
To adapt resources for children with fine and gross motor difficulties and provision for children to complete their OT programme at school.	OT group run twice weekly by school staff and OT programs completed for individual children weekly following guidance provided by physio staff. Resources available for lunchtimes (Cutlery etc) and laptops to aid writing support.	Training completed by staff and reviewed by OT staff. Resources in place for children accessing these with support by LSA.	On-going	Provision in line with SEND Support Plans and Provision Maps.



Target	Strategy	Outcome	Timeframe	Achievement
To complete specific Speech and Language Programmes for groups and individual children.	SALT to work with SENDCo on a fortnightly basis in school. This would be for early intervention and ongoing support. For LSA's to run small group and individual programs in school weekly. Assessments are undertaken of all children in Early Years to ascertain support and provision. Lift off to language is taught as matter of course in Early Years	Children's speech in the Early Years is improved. Parents are involved in the process of support and intervention. Children receive timely and effective intervention for speech.	On-going	Children's speech improves.
To undertake Attachment Awareness Training for all staff.	SENDCo and SEND Support Assistant to undertake Attachment Awareness Training. This is disseminated to all staff and training to be undertaken.	Staff are aware of the importance of attachments for children and identification of children who may be experiencing this disorder and support provided for them	On-going	Staff awareness increased and attachment issues considered as a reason for children experiencing problems both emotionally and academically. This can then be explored rather than a learning need and support and intervention undertaken.
To support the well-being and mental health of all members of the school community.	Have a school vision which underpins this need and staff who promote this through all aspects of school life. Policy devised with a Well-Being Lead promoting this. Nurture Group and mentoring forming part of the school's Interventions. Along with interventions such as: Play Therapy and Emotions Groups.	Children are happy at school and their emotional needs are met. School is a safe place for them to share their worries and concerns. The work of all school staff promotes positive well-being in all the children and provides support and guidance for those facing challenges.	On-going	For the school to gain recognition for its work on supporting children's well-being.
To provide children with a safe place if the classroom becomes too busy and anxieties rise.	SEND Base is well resourced and available as a calming down and intervention space.	Children with identified needs use the space as part of their provision and support.	Ongoing review of provision	Base used effectively and is successful in calming children and providing a safe space.



Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as newsletters
- reports such as annual report to parents and Headteacher reports to the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Inclusion
 - Special Educational Needs and Disabilities
 - Equal opportunities
 - Attachment Awareness
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Anti-bullying
- Equalities
- Inclusion
- Special Educational Needs and Disabilities