



Anston Hillcrest Primary School

Disability Equality Scheme/Accessibility Plan 2019-2021

REVISION DATE	APPROVED BY	DATE OF APPROVAL
March 2020	Governing Body	

This policy will be reviewed every three years

We welcome our responsibility to promote disability equality according to the Disability Equality Duty, and view this extension of our duties alongside Parts 2, 3 and 4 of the Disability Discrimination Act (DDA) as a further positive step towards achieving equality for disabled pupils and staff across all areas of school life.

We see this commitment as a key component of our planning for achieving the five outcomes within Every Child Matters and view the links with other equalities policies and practices as positive and informing. The school's current Accessibility Plan will be included within the Disability Equality Scheme (DES) to ensure that both plans are mutually supportive. This Disability Equality Scheme contains an Action Plan that sets out the steps the school is planning to take over the next three years (2016-2019) to meet the General Duty.

Vision and Values

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments ensure that the school environment is as accessible as possible. At Anston Hillcrest we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Anston Hillcrest Disability Equality Scheme aims to:

- Involve disabled pupils, parents/carers, staff, governors and visitors in any decisions we make.
- Find out what barriers are faced by disabled pupils, parents/carers, staff, governors and visitors and make all reasonable adjustments to remove them.
- Find out what disabled pupils, parents/carers, staff, governors and visitors need and which of these needs are the most important to them, and make every attempt reasonably possible to meet those needs
- Make sure we meet our legal duties.
- Ensure all children and adults in our school community know what our responsibilities are.
- Show what has changed as a result of involvement and set out our three-year disability equality action plan on how we will put the Scheme into practice.

Our admissions policy does not discriminate against disabled pupils. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The definition of disability covers a wide range of impairments such as:

- Cerebral Palsy, Muscular Dystrophy, Cystic fibrosis, severe Asthma, Diabetes, Epilepsy, Sickle Cell Anaemia
- HIV, Multiple Sclerosis and Cancer are deemed disabled from diagnosis before they experience the long-term and substantial adverse effect on their activities.
- Downs Syndrome
- Dyslexia
- Autism
- Speech and language impairments
- Dyspraxia
- Sensory Impairment
- Attention Deficit Hyperactivity Disorder (ADHD)

An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day- to-day activities that has to be considered.

The effect on normal day-to-day activities can be one or more of the following:

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

The Duty

The Disability Discrimination Act 2005 places a **general duty** on all public authorities when carrying out their functions, to have due regard to:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination that is unlawful under the DDA
- Eliminating harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people

- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

This is known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled children, under Part 4 of the DDA:

- 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

The Governing Body will also ensure that all members of the school community understand and are committed to these three key duties and that in the writing of policies or improving the quality of school life for any disabled pupils, the views of those directly involved will be sought and where possible acted upon.

The Specific Duty

The specific duty sets out how schools are going to meet the requirements of the general duty and what they need to record as evidence of what they have done.

The main requirements of the specific duty are to:

- Prepare and publish a disability equality scheme (DES)
- Involve disabled people in the development of a scheme
- Implement the scheme
- Report on it.

This scheme sets out the proposals of the Governing Body of Anston Hillcrest to increase access to education for disabled children in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled children can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services
- Improving the delivery to disabled children of information which is provided in writing for children who are not disabled

Involvement and Consultation

We believe that disabled children and adults are uniquely placed to support the school in identifying and removing the barriers they face and in taking proactive steps to promote disability equality across the school - their participation in the development and implementation of this Scheme is our priority.

As a school we will involve and consult with -

- Pupils where they are able to comment on and have views about their needs
- All parents and carers concerning the needs of their child and or the needs of the parent or family member with regard to a disability
- All staff in school

As a school we will consult -

- Regularly in the case of children with a specific disability
- As appropriate e.g. for parents/ visitors visiting school for an event such as a concert or performance
- Prior to a child with a disability joining our school

As a school we will consult and inform by -

- Inviting all relevant parties to regular review meetings
- Ensuring that all new parents and families are informed of this scheme and access arrangements in school as part of the induction process
- Ensuring that all new members of staff are informed of this scheme and the school's ethos and policy towards any pupil or adult with a disability
- Ensuring that all members of staff are aware of any support available to them should they have a disability
- Arranging appropriate training for relevant staff
- Accessing support from external agencies within the local authority to arrange relevant training and ensure that all reasonable adjustments can be made

We appreciate the range of views from all users of our school. This has and will help the school to meet the needs of all pupils and adults with a disability to ensure that all reasonable adjustments are made to overcome any barriers.

Accessibility

Curriculum

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Having high expectations and setting suitable learning challenges for all

- Responding to children's diverse learning needs
- Overcoming potential barriers to learning for individuals and groups of pupils
- Monitoring the achievement of disabled pupils and using this data to raise attainment and ensure inclusive teaching
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech therapy.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Our comprehensive tracking system enables us to effectively answer these questions and therefore ensure that we do deliver an inclusive education.

Curriculum Provision

- Children are taught using a variety of teaching and Learning methods.
- Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- Individual Education Plans are written, the SEND register is kept up to date and includes details of intervention programmes offered to pupils.
- There is very good access to and support network from, other professionals and agencies for staff in school who work with children with a specific need or disability
- There is regular liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. Links with outside agencies are also through annual, well attended multi-agency meetings.
- Advice is sought from LSS, Educational Psychologist, Autism Outreach, Behaviour support, Speech and Language Therapy Service and other outside agencies to inform staff of the best ways to provide 'reasonable adjustments.'
- Staff have had speech and language training (November 2019)
- School have had support in relation to positive regard and ensuring school is an inclusive environment for all pupils (January 2020).
- For any disabled children joining the school we would seek to begin the evidence gathering as far in advance as possible and liaise with all relevant agencies to facilitate the smooth transition into school for both the child and family.
- Learning Support Assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.
- Systems are in place to ensure that pupils who need assessments read to them, or modified in any way have this support provided.
- Comprehensive risk assessments are carried out for both on and off site activities and these always take into account any child with a specific need or disability. Staff will

also consult with other professionals when carrying out a risk assessment for a visit where a child with a disability is to attend - for example LA Health and Safety department

- We fully consider the needs of disabled children when engaging in activities beyond the classroom including sports days ,school visits and the residential visit to PGL
- Staff work closely with outside providers of after school clubs to ensure that any information about a specific child is communicated to the relevant party and reasonable adjustment made to allow a child with a disability to attend
- Disabled pupils are encouraged to participate fully in school life. Currently disabled pupils hold responsible roles successfully, contributing successfully to the life of the school
- Lunchtime staff are informed as to children's difficulties and how reasonable adjustments may need to be made to encourage best participation and behaviour during the lunch hour

The Physical Environment of the School

- Our school building is built on one level and has provision for people with mobility difficulties to ensure they can get around easily. Ramps and wide doors are fitted and there is a designated disabled parking space for car users who need to park close to the building.
- There is wheelchair access to Dining Room / Hall
- We have toilet facilities which are suitable for physical impaired users of our school in both buildings.
- Carpeting has been completed to facilitate favourable acoustics in both speech and language units
- Our playground is flat and has provision for seating
- Our play apparatus by its nature may be inaccessible to some users but there is a variety of other apparatus and equipment for the children to use.
- Handrails have been fitted on outside steps
- We have made improvements to lighting, signage and colour contrast,
- Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school.
- We will review mobility and access issues relating to the building at the Finance, Premises and Staffing committee

Improving the delivery to disabled stakeholders of information that is provided for those who are not disabled

- School sends newsletter home regularly and ensures this is written in accessible font (Comic Sans or Arial). The school will endeavour to improve the readability of all its communication with parents and pupils.
- Where staff are aware of learning difficulties which would prevent parents accessing information, staff endeavour to speak to these parents face to face or by telephone

- All parents are offered the opportunity to speak to teachers to discuss pupils' progress.

Publication

This scheme is published in conjunction with the school's Accessibility Plan and forms part of the schools equal opportunities policy. It will be published:

- On the school's website
- Be available to all school members in hard copy on request, and in the form of alternative communication where necessary.

Reporting

This Disability Equality Scheme represents the school's vision backed up by key actions which will be carried out within the next three years. There will be an annual report to the Governing Body on this scheme demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the scheme