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**Thorpedene Primary School**

**Disability Equality Scheme and**

**Accessibility Policy**

Disability Equality Scheme and Accessibility Policy

General Duty

Thorpedene Primary School's Governors and staff have regard of the “Code of Practice for Schools” issued by the Disability Rights Commission (DRC) concerning the Equality Act 2010. The School will also follow the guidance issued by the DFES in 2006 entitled “Implementing the Disability Discrimination Act in schools and early years settings”.

*Our aims and ethos are to provide an appropriate, but challenging education for Pupils of all abilities, providing each pupil with the support to maximise their chances of success.*

Our Governors agree to review this Policy every three years.

They will also ensure that all staff are aware of the implications of the Equality Act 2010, through training and development opportunities, embed good practice across all aspects of school life. The school through its Governing Body and Leadership will ensure that:

* Pupils with disabilities will not be treated less favourably than others for reasons related to their disability
* Reasonable adjustments for disabled pupils will be considered and where practicably possible implemented
* An Action Plan exists to increase access for education of Pupils with disabilities.

The Governing Body proposes as part of its duty to increase access to education for disabled pupils by:

* Increasing the extent to which Pupils with disabilities can participate in the school curriculum,
* Improving the environment of the school to increase the extent to which Pupils with disabilities may take advantage of education and associated services, and
* Improving the delivery of information to Pupils with disabilities (versus that which is provided in writing for pupils who are not disabled).

We aim to ensure that every child is given the best opportunity to achieve. Reasonable adjustments will be made where possible to our policies and practices to meet the requirements of the Equality Act 2010. It is recognised that there is always room to improve and the Action Plan shows our objectives in continuing developments.

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 Disability Equality Scheme contains an Action Plan that sets out the steps the school is planning to take over the three year period (2014-2017) to meet the General Duty. The Scheme, including the Action Plan, will be reviewed annually and a report on progress will be made to the Governing Body. An annual report will also be published for staff and to the School Council.

Examples are provided below where the School has implemented specific developments in line with its vision and policy, as follows:

* Disabled toilets – reviewed and inspected to ensure the facilities meet the required standards.
* Height adjustable furniture is available for Pupils and staff with disabilities where there is a specific requirement.

Access to the Curriculum

1. The School is committed to promoting positive participation in the life of the school. We believe that Pupils and adults with disabilities 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.
2. Any In-school developments, including changes to curriculum, teaching & learning, will take into account any possible barriers for individuals. This is a rolling and continuous improvement programme.
3. For further details refer to SEND/Inclusion and Medical Needs policies and specifics relating where necessary to individual needs.

Physical Environment

The School will do everything possible that is practicable, and where resources enable implementation to ensure the physical environment jis appropriate for all pupils in the school. Future improvements planned and envisaged for the school will always include, promote and make provision for inclusion for all pupils and will continue to do so subject to the resources being available.

Information

1. The School will gather information concerning disability equality as part of its collection of evidence for the School Improvement Plan and during the self-evaluation process. The information will be used to set and review the disability equality objectives outlined in the Action Plan.
2. Information systems will be used to monitor our progress as a school and the progress of Pupils with disabilities within the school to ensure that we are helping all Pupils to achieve their maximum potential.
3. A register will be maintained by the Headteacher identifying Pupils who are disabled in order to ensure information is available and regarded when developing the School Improvement Plan.

Involvement

1. The School is committed to consulting and involving employees, governors, parents/carers and pupils, and will:

* regularly review the effectiveness of the Scheme in delivering equality across the school, and
* gather information that highlights practices or policies requiring review or revision, and
* report any progress and/or new initiatives implemented to governors & local community via the school website.

Management, Coordination and Implementation

1. The School will report to the LA what and how data is captured and recorded regarding Pupils and staff with disabilities, and adopt a monitoring and review process as part of its 3-year Action Plan.
2. The School will evaluate whether Pupils with disabilities are taking up opportunities to participate in trips, join trips, join in sporting activities etc, in order to review and consider areas for improvement.
3. It is envisaged that the process of gathering information will highlight areas that require review or revision.

The Action Plan

Our Disability Equality Action Plan is a working document, setting out the core actions the School is planning over the next three years to enable it to meet the Duty of care in line with the Disability Discrimination Act (1995, incorporating the Disability Discrimination (NI) Order 2006) in the following eight areas of school life.

It is not our intention to cover each of the eight functions annually. Rather, we will prioritise our areas of action according to the School context, monitoring and analysis of the information we hold, and the results of our Impact Assessments. We will aim to identify no more than five actions for development in any one school year.

Areas of school Life

* 1. Policy, Leadership and Management
  2. Curriculum, Teaching and Assessment
  3. Admissions, Attendance, Discipline and Exclusion
  4. Pupils – Personal Development, Attainment and Progress
  5. Attitudes and Environment
  6. Parents, Governors and Community Partnership, including Extended Services
  7. Staffing – Recruitment, Training and Professional Development
  8. Pupil Voice and Participation

**Disability Equality Duty**

Employee and governor training – the School will review the training requirements for its Governors and employees and implement a training programme to meet any gaps.

The School will consider all other relevant policies in line with the Disability Equality Scheme (DES) and Accessibility Policy to ensure that account is taken of its duty to support Pupils with disabilities.

The School will capture relevant data in order to evaluate its policies and ways of working and identify future improvements.

The Accessibility Strategy will be monitored alongside the DES and reported in the same cycle to the Governing Body.

Signed and dated Chair of Governing Body \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This policy will be reviewed in line with our policy cycle and statutory requirements.

**Disability Equality Action Plan**

| **Priority (What)** | **Actions (How)** | **Who** | **By When** | **Cost** | **Success Criteria** | **Monitored By** |
| --- | --- | --- | --- | --- | --- | --- |
| **DDA 1**  To review provision in the Primary school | Review DDA policy and action Plan. Define Disability in the terms of this document.  All stakeholders and representatives of staff, pupils, parents and carers with disabilities will be consulted.  A list will be maintained detailing all pupils, staff and, where necessary, parents / carers with disabilities that may need reasonable adaptation of school procedures, access and practices. | SMT/  All staff  Parent council, pupil governors and staff  Office Staff | May 2018  July 2018  Jan 2019 |  | Systems and structures will continue to be revised and suited to purpose.  Parent council, pupil council and staff will be consulted about provision.  All school personnel will be aware of the needs and adjustments of individuals within the school community. | Governing Body  SENCo  SENCo |
| **DDA 2**  To review the different areas of the curriculum annually to consider the access to the curriculum and whether improvements are necessary *(and can be adopted as part of the Improvement Plan)* | Teaching and learning improvements have or are planned to be adopted and the timescale expected.  Specific roles will be identified for staff as required  Resources for the effective support for pupils with disabilities reviewed in line with new curriculum | Subject leaders as relevant | April 2018  April 2018  (Then annually thereafter) | To be individually costed as needed | All children have their needs met to enable maximum access to learning.  To be considered in conjunction with SEN and Pupil Premium action plans | SMT/ Governing Body |
| **DDA 3**  To identify pupils in EYFS with SEND / additional needs | Parents will have opportunities to share individual pupil needs  -induction sessions/ school entry paperwork and interviews | Parents, EYFS staff/ SENCo / Lower Phase SEN leader | Ongoing |  | All children have their needs met to enable maximum access to all aspects of their learning.  SEN register to include EYFS children  (To be considered in conjunction with SEN action plans) | SENCO/ SMT |
| **DDA 4**  To ensure the school site is accessible to all stakeholders  ***(By improving the physical environment of the school)*** | Current and planned building work will take into account all requirements under the Equality Act 2010, and put in place enhancements where practicable.  The Site has been reviewed and considered to ensure there are no existing barriers that would prevent access by Pupils or staff with disabilities to use the school facilities.  The School will maintain under continuous review its ASD areas and rooms to ensure that the decoration, layout and furniture provides the optimum environment for meeting specialist needs. | Site Team  Site Team  Site Team / SMT | As required  As Required  September each year | As needed relating to budget  As needed relating to budget | All areas of the school take into account the expectations of the Equality Act 2010  Staff and pupils with disabilities are able to use the school facilities effectively | KM / Governing body  SENCO |
| **DDA 5**  To provide professional development opportunities. | Research training, courses, INSET, books and DVDs that will meet training needs of all staff including MDAs.  To include Team-Teach, language development, Autistic Spectrum disorders and behaviour management on a rolling programme. | PD coordinator / Headteacher | Ongoing | As possible relating to budget | Staff will have access to the highest quality CPD and will be equipped to meet the needs of all pupils. | SMT |
| **DDA 6**  To work with other professionals to access the best possible support for the most needy pupils | Maintain contacts with Educational Psychology, Health and Social Services and the Local Authority.  Continue to hold regular Pupil Welfare meetings and report needs to class teachers. | SENCo / Social Worker  Inclusion Team | 6 visits /year as necessary  Weekly |  | SENCo / Social Worker will hold relevant and current contact details for all services.  Pupil welfare meetings will take place regularly, notes made on pupils and teachers informed where needed. | SMT  Deputy Head / SENCo |
| **DDA 7**  To ensure the Learning Mentor team is used effectively to support those children in danger of disengagement and exclusion.  *(****Strand C Improving the provision of information for Pupils with disabilities)*** | SENCO / Deputy Head to act as line managers for Learning Mentors and assistant learning mentors  Learning Mentors to work with, SENCO, Deputy head and class teacher to identify and provide support for targeted group and 1:1 children.  Review provision of information available for pupils with disabilities across the school environment | Deputy Head / SENCo  Deputy Head / SENCo  ICT coordinator, ICT technician, SENCo, Deputy Head | Annual cycle of PD  Ongoing  Annually |  | Learning Mentors will have documented evidence to measure effectiveness of provision.  Learning mentors and other staff groups interacting effectively, sharing information and supporting children as necessary.  All pupils will have appropriate access to provision; including websites, homework, signs around school, testing environments, tests / assessments. | Headteacher  SENCo  SMT / SENCo |
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