



Accessibility Plan Disability Equality Scheme 2017-2018

School name: Harlow Green Community Primary School

3 year period of the plan: November 2017 - November 2018

1. Vision, Values and Ethos

Harlow Green Community Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve disabled people in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/ her potential and feel valued as an individual who can contribute to the life of our school and society in general.

We promote:

- pupil self-confidence so that each pupil develops a sense of personal worth and is confident in his/her ability to succeed.
- relationships to help pupils develop good relations with others, based on mutual respect and consideration, and an understanding of, and a tolerance towards various races, religions and cultures.
- co-operation to develop pupils' abilities in contributing as members of groups and recognising their responsibilities.
- self-discipline so that pupils understand the need for high standards of behaviour and to develop responsibility towards people and property.

2. The legal context

The 2010 Equality Act and the 1995 Disability Discrimination Act (DDA) introduced a duty, which applies to all schools, which sets out a general duty to promote disability and a specific duty to publish an accessibility plan. It requires schools to be more proactive in their approach to promoting disability equality and eliminating discrimination. Our definition of disability defines a disabled person as someone who has:

‘a physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

This definition covers a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability only if the effect is on a person’s ability to carry out normal day-to-day activities. See Appendix D for a list of impairments that would affect normal day-to-day activities.

The duty puts greater focus on approaches to policy development and management of issues in relation to disability.

Part 4 of the DDA requires that the governing body increase access to education for disabled pupils. Our school has produced with this scheme an Accessibility Plan, which identifies actions based on our self-evaluation that will promote opportunities for participating in curriculum; accessing the building and services and delivery of information to pupils and adults. See Appendices A, C and D.

3. Involvement of pupils, staff, parent/carers, governors, agencies and service providers

A working group representing the views of disabled people are fulfilling our statutory duty to involve disabled people in the production of this disability equality scheme (DES). This group consists of Mrs Hamilton, (Assistant Headteacher) Mr S. Ripley, (Governor) Mrs Minto (Teaching Assistant) and Mrs _____ (Parent).

Pupils in our school, including our school council, have provided their views to the group on accessibility issues and the provision they are receiving. See Appendix B. From the Annual Review of pupil statements we collate pupil and parent views to inform our scheme. Through respectful relationships with disabled pupils we would acknowledge their feelings and respond to their views.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments.

We will seek to record views of external agencies, voluntary groups and services we procure to make adjustments and inform our disability equality scheme.

An annual report will be provided from the working group to the governing body identifying priorities for school action.

4 Information Gathering in relation to the recruitment, development and retention of disabled employees

Harlow Green Community Primary School will follow local authority guidance on the collecting of information on disabled employees and the recruitment of new staff. This information will be available on the local authority school staffing database. It will be analysed by our school to show where disabled staff are deployed across the school. Other areas of analysis will cover: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving

the profession early. Those staff who voluntarily provide information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the local authority agreed policies on sickness and returning to work. Our school would seek to contact the 'Access to work' scheme to explore possible support to staff if required during their employment.

5. The educational opportunities available to, and achievements of, disabled pupils

The school maintains a pupil tracking system, which provides current data for analysis on pupil attainment and achievement. This system also provides specific information on pupil disability and attainment. Pupils with a disability will be registered on admission to Harlow Green Primary School. Information will be collected through the transfer of records from previous schools, the local authority and parents to ascertain pupil needs and levels of attainment and achievement in order that consideration be given to provision and access to curriculum. Further detail is available in our school's SEN and Admissions Policies.

In order that pupils can have full access to the curriculum the school will provide priorities in the school Accessibility plan which will address giving pupils greater participation in the curriculum if they have a disability.

Consideration will be given to the management of pupils with medical needs and their care plans to access the curriculum.

The following questions would be considered to identify priorities:

- Are there areas of the curriculum to which a disabled pupil has limited or no access?
- Are pupils fully participating in extra-curricular activities?
- • How are we addressing those areas of the school building that are not accessible to disabled pupils, staff or others?
- What forms of communication can we provide for pupils and adults?
- Does our written information allow greater access to the curriculum and information on our school?
- Are we monitoring policies and practice? e.g. administration of medicines, staff development on inclusion areas, incidents that may affect disabled pupils

Further questions are in Appendix E.

6 Impact, reviewing and reporting our scheme

The scheme will be monitored by the governing body and will be reviewed annually with the SEN policy and Accessibility Plan. The review of the scheme will cover:

- Information on attainment and achievement for those pupils with a disability.
- Current pupils, staffing and others who are registered with a disability.
- A record of the progress made against the school accessibility plan.

- Adjustments that are to be considered in the school SEN policy which would cover staffing and provision.
- Priorities that would be included in updating the SEF and school improvement plan.

Our scheme is reported on annually to the governing body. A summary of the scheme priorities are in the school prospectus and on our website. See Appendix C for further questions that may be used by the governing body to assess the quality of the scheme.

Appendices

Appendix A Accessibility Plan and Disability Equality Scheme Activities

Appendix B Pupil views primary, special and secondary

Appendix C The Disability Equality Duty and the Governing Body (GB)

Appendix D The Equality Act 2010 definition of disability

Appendix A:

Accessibility Plan & Disability Equality Scheme Activities

School: Harlow Green Community Primary School

Date: November 2017

Activities	Resources	Date Achieved	Responsible	Outcomes
1. Leading and monitoring the Disability Equality Scheme				
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them.	n/a	Ongoing	Mr Malik Mrs Chapman	Policies and plans will be relevant and current.
A working party will be established to identify key actions and promote greater involvement of disabled pupils in school life.	Meeting time	January 2018	Mrs Hamilton	Clear actions identified to improve involvement of disabled pupils in school life.
Review and update the school accessibility plan	Meeting time	September each year	Mr Malik Mrs Hamilton	An identified program of developments will be formed.
The DES will be monitored and reviewed on an annual basis.	Meeting time	November each year	Mr Malik Mrs Hamilton	The accessibility plan will be appropriate and current to attend to the needs of users.
Activities	Resources	Date Achieved	Responsible	Outcomes
2. Promoting curriculum access for disabled pupils and adults				
Pupils who require the use of equipment (electrical) to overcome barriers to learning are given additional time to	Staff training	February 2018	Mrs Hamilton	Children will complete tasks given with the addition of extra time.

complete tasks.				
Pupils with disabilities are encouraged to take part in music, drama and physical activities.	Teaching assistant/sport leader support	Ongoing	Mr Malik Mrs Hamilton	All children will be able to access all areas of the curriculum
3. Improving the quality of information for and about disabled pupils and adults				
Provide information in a range of formats, including website access.	School website Hard copy of letters, newsletters Text messages	Ongoing	Mr Malik	People with a range of disabilities will be able to access school information in a range of appropriate formats.
Develop reading literature for children of all ages that contain positive disabled role models	Books Magazines	April 2018	Mrs Hamilton Mr Allen	Children will have books which will have positive views of people with disabilities.
Ensure that parents who have a disability can receive information and reports by an alternative method.	Interpreters Email	Ongoing	Mr Malik	Information provided on request
Activities	Resources	Date Achieved	Responsible	Outcomes
4. Improving the physical environment of the school and its services				
Ensure that pupils with mobility issues can move around the school without experiencing barriers.	Health & Safety training around hazards	Ongoing	Mr Malik	The learning environment is accessible to all staff.
Ensure emergency evacuation covers pupils and adults with a disability.	PEEPs completed	October 2017	Mr Malik Mrs Chapman	Any person with a disability knows how to evacuate the building and has a designated member of staff for support.
Ensure wooden furniture, bins and play equipment are visible to children with a visual impairment.	Edges of steps on wooden equipment marked with yellow non-slip paint. Posts, poles, bins and wooden	December 2017	Mr Malik	Improved visibility in the outdoor area.

	furniture marked with yellow stripe of paint to improve visibility.			
Improve visibility of steps at the front entrance of the school.	Steps marked with stripe of non-slip yellow paint.	December 2017	Mr Malik	Improved visibility of steps.
Safety for pupils with VI improved around school.	Staff training around outdoor areas and internal space. Doorstops and weighted doormats used.	January 2018	Mrs Hamilton	All staff aware of recommendations to maximise safety and independence of children with VI.

Appendix B:

Pupil Views on Meeting My Needs – Primary/special

Name:

Date:

This is how I feel about:

Getting to school			
Being at school			
My classroom			
Sitting with my teacher			
Getting help from my teacher			
Working on my own			
Working in a group			
Listening to the teacher			
Pupils who talk too much			

I think:

	Yes	Sometimes	No
My teacher explains well when I am stuck			
I get help when I ask			
My school cares about me			
I have friends at school			

I like/don't like

Using the computer			
Writing			
Reading			
Number/Maths			

Appendix B

Pupil Views on Meeting My Needs – Additional Primary Questions

Question	Comment
1. During the school day you have another person giving you extra support with your work. How helpful do you find this? Are there any difficulties because you get this extra support?	
2. You have additional support separate from your fellow classmates (e.g. in the library). How do you feel about this? Do you feel you miss much that has gone on in class without you? How can we do things better?	
3. Can you think of an example where the additional support has helped you understand a topic or a subject better?	
4. Are there activities - either in class, in technology, or in P.E. or games - which you would like to do but don't get the chance to do? What are they, and why don't you get the chance? What can the school do to help you in this?	

Appendix C

The Disability Equality Duty and the Governing Body (GB)

Questions the governing body may want to ask itself as the responsible body for the school

1. Duties to disabled pupils, staff and parents

	Yes	No	Evidence
Does the GB receive reports on how the school is meeting its duties to: <ul style="list-style-type: none">• Disabled pupils?• Disabled staff?• Disabled parents, carers, governors, other disabled people who use the school?			

2. Disability equality duty: General duty

	Yes	No	Evidence
Does the GB have regard to the need to: <ul style="list-style-type: none">• Promote equality of opportunity for disabled people?• Eliminate disability discrimination?• Eliminate disability-related harassment?• Promote positive attitudes towards disabled people?• Encourage participation by disabled people in public life?• Take steps to meet disabled people's needs, even if this requires more favourable treatment?			

3. Disability equality duty: Specific duty

	Yes	No	Evidence
Does the school have a disability equality scheme?			
Did the school involve disabled people (pupils, staff, parents) in the			

development of the scheme?			
<p>Does the school's scheme show:</p> <ul style="list-style-type: none"> • How disabled people have been involved? • How information is gathered on the effect of the school's policies on: <ul style="list-style-type: none"> - recruitment, retention of disabled staff? - opportunities for, achievements of disabled pupils? • How the school assesses the impact of policies, current or proposed, on disability equality? • The steps it is going to take to meet the general duty (the school's action plan)? • How information will be used to support the review of the action plan and inform subsequent schemes? 			
Did the school implement the actions in the scheme within three years?			
<p>Does the GB:</p> <ul style="list-style-type: none"> • Report on its scheme annually • Review and revise its scheme every three years? 			

Appendix D

The Equality Act 2010 definition of disability

The Equality Act 2010 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.’

Definition of the terms:

- a physical impairment includes sensory impairments
- mental impairment includes learning difficulties and impairment resulting from or consisting of mental illness
- substantial means more than minor or trivial; and long-term is defined as 12 months or more.

Things that would affect day-to-day activities:

- Mobility
- Manual dexterity
- Physical co-ordination
- 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

Appendix E

Questions to support the Accessibility Plan

Identifying Barriers to Access – Curriculum

1. Are teachers and support staff receiving training to teach and support disabled pupils?
2. Are classrooms optimally organised for disabled pupils?
3. Do lessons provide opportunities for all pupils to achieve?
4. Are lessons responsive to pupil diversity?
5. Do lessons involve work to be done by individuals, pairs, groups and the whole class?
6. Are all pupils encouraged to take part in music, drama and physical activities?
7. Do staff recognise and allow for the mental effort expended by able and disabled pupils, for example using lip reading?
8. Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?
9. Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?
10. Is there access to appropriate computer technology for pupils with disabilities?
11. Are school visits made accessible to all pupils irrespective of attainment or impairment?
12. Are there high expectations of all pupils?
13. Do staff seek to remove all barriers to learning and participation?

Identifying Barriers to Access – Premises

1. Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?
2. Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?
3. Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?
4. Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
5. Are non-visual guides used, to assist people to use buildings, i.e. lifts with tactile buttons?
6. Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?
7. Are areas to which pupils should have access well lit?
8. Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
9. Is furniture and equipment selected, adjusted and located appropriately?
10. Is the equipment in the disabled toilet properly installed and accessible?

Identifying Barriers to Access – Personnel, Governors and Parents

1. Are teachers, administration and support staff aware of the implications for them of the Disability Discrimination Act?
2. Does the school provide information in simple language, symbols, large print, an audio tape or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information?
3. Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud and explaining diagrams?
4. Does the school have facilities such as ICT to produce written information in different formats?
5. Are staff familiar with technology and practices developed to assist people with disabilities?
6. Are pre-school home visits used effectively to plan ahead for pupils with disability?
7. Do staff have access to training?
8. Do policies reflect the school's aim?