

Hursthead Infant School

Disability Equality Scheme and Access Plan

Reviewed March 2016

“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.”

The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place”

Bert Massie
Chairman
Disability Rights Commission

Hursthead Infant School

Disability Scheme and Access Plan

3-year period covered by the plan:

September 2016 – September 2019.

Contents	Page
Introduction – Vision and Values	3
Definition of Disability / SEN	4 & 5
Strengths and Areas for Development in working with disabled pupils	5 & 6
Consultation	7
School Access Plan	7
Increasing the extent to which disabled pupils can participate in the school curriculum	8
Improving the Physical Environment - short term - medium term - long term	9, 10, 11 & 12
Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled	13
Appendix 1 - Questionnaire for parents & pupils	14 & 15
Associated Documents	16

Introduction

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 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 of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, as appropriate.

The school's accessibility plan will be resourced, implemented, reviewed and revised annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting Points

1A. The purpose and direction of the school's plan: vision and values

Hursthead Infant School has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school aims to:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.

Definition of disability

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

The DDA 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’** (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA **‘substantial’** means **‘more than minor or trivial’**. **‘Long-term’** means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

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

- 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.

Disability and special educational needs

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement or who are at *School Action Plus* will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and DDA disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Dyslexia Emotional Behavioural Difficulties (EBD - social factors) Dyspraxia Speech impairment Learning difficulties Autistic Spectrum Disorder Specific learning difficulties	Motor Impairment (long term) Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Significant Dyslexia Epilepsy Non –verbal ADHD Autism EBD (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health Issues Disfigurement Eating disorder Lack of limbs Sickle cell Anaemia Gross Obesity Very Short Stature

The school's strengths and areas for development in working with disabled pupils

School staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Every teacher has a Special Needs File. This contains information on each pupil in their class with special needs/disabilities and outlines their strengths, difficulties and strategies for supporting the pupils in the classroom. In addition, updated information regarding all disabled pupils is issued to staff termly and as appropriate, following Annual Reviews for example. Support staff also have access to this information.

The school subscribes to the LA training for teaching and support staff. Further specific training is undertaken as appropriate and is identified through staff development meetings (Performance Management/Appraisal) and through priorities identified in the School Development Plan. There is regular liaison with a range of Outside Agencies who offer training, advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- The Learning Support Service, LSS;
- The Educational Service for the Sensory Impaired (ESSI)
- Speech and Language Therapy Service, (SALT)
- Occupational Therapy Service, OT;
- Children's Physiotherapy Service;
- Children & Adult Mental Health Service, CAMHS;
- Educational Psychology Service, EP;
- Behaviour Support Service, BSS;

Robust systems are in place to ensure the smooth transition of pupils from Hursthead Infant School to Hursthead Junior School, or their chosen KS2 setting. Liaison and the sharing of information regarding pupils with a EHCP or increasing SEN usually begins with a meeting between SENCO's of both schools. Hursthead Infant staff will also liaise with parents and the KS2 staff to ensure that all relevant information is

passed on and any appropriate adjustments and preparations can be made for the pupil. Any additional arrangements, with regard to transition will involve both the parents and staff from each setting.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits.

The school's policies and schemes of work have been reviewed to ensure that the curriculum provided in the FS and KS1 is appropriate and accessible for all learners. This has included maintaining breadth and balance, effective differentiation and motivational activities, (including visits, visitors and a strong development of the creative arts).

An effective bank of resources has been built up within the school to support teachers and teaching assistants. The SENCO/SMT monitor teaching to ensure that all work is appropriately differentiated and accessible to all pupils.

Rigorous assessment of individual requirements of each cohort pre-entry and on entry is carried out. The progress made by disabled pupils is monitored throughout the school, using the schools' assessment and tracking system.

A School Development Plan for SEN is initiated and reviewed yearly. SEN Provision and Access maps are in place to show the range of resources and support mechanisms in place for disabled pupils and those with special educational needs across the school.

The school is on one level and ramping of external doors and access and egress points have been built around school to allow access to parts of the building. Improving this provision is an ongoing target.

Provision for disabled pupils will be reviewed annually when classes and classrooms are organised.

Areas for Development:

- Raising of awareness for **all** staff of what the DDA expects of them
- Raising of awareness for **all** governors of what the DDA expects of them
- Continue to identify disabled pupils in the school and the pattern of their participation in the life of the school
- Training and INSET for staff to ensure appropriate differentiation of work across the curriculum
- Monitoring and analysis of patterns of attendance for disabled pupils
- Detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;
- Reviewing resources in school

1B: Views of those consulted

For parents of pupils with an EHCP or increasing SEN an opportunity to express their views either in writing or simply verbally is given at the review meetings. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

A questionnaire is completed by parents on their child starting at the Infant School – see Appendix 1. This questionnaire enables school to gather views and opinions, to establish a register of disabled pupils and parents and to support disabled pupils and parents, as appropriate. The register also includes members of staff and Governors who are disabled.

Areas for development:

- Analysis of results of questionnaires and appropriate action taken

The main priorities in the school's plan

School Access Plan 2016 – 2019

At Hursthead Infant School we are committed to an inclusive curriculum and we aim to increase access to the school's facilities for all by:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum
- b) Improving the physical environment of the school
- c) Improving the delivery of information to disabled pupils, as appropriate.

This Plan is underpinned by the following features of the school:

- There is effective planning and liaison between appropriate school and support services working with individual pupils within school
- The Special Needs Coordinator (SENCO) has liaison time for agencies, support staff and families
- As a school we have high expectations of all pupils. We aim to establish a positive ethos within the school and within teams of staff within the school. We aim to adopt a 'problem-solving' attitude in order to overcome barriers to learning for individuals
- We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all pupils
- We have a robust system in place for transition and transfers of pupils. This includes gathering and sharing accurate information on the pupils' strengths, areas for development and progress trends, together with strategies employed and evaluations of outcomes.

2A. Increasing the extent to which disabled pupils can participate in the school curriculum

Audit of existing Achievement / Provision

We believe that we have made good progress in the following areas:

- Clear focus at all levels of planning
- Clear assessment of current curriculum levels in core subjects
- Deployment of Teaching Assistants and Learning Support Assistants for learning, pastoral and inclusion support
- Liaison with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour)
- Access to specialist advice and support
- Organising LSA deployment to cover a mix of curriculum needs
- Ensuring that Access Arrangements are made for tests or tasks (extra time / reader etc) as appropriate
- Explicit learning objectives for lessons and ensuring that these are clear to the pupils
- Rigorous assessment and monitoring of progress for all pupils
- Discuss with pupils their “challenges” and next steps
- Using ‘P Scales’ where appropriate to measure the progress and achievement of specific pupils and set attainable targets with high expectations
- Encouraging and supporting the development of clear, well presented visual aids and word walls in many classrooms to support the learning of all
- Ensuring that school visits and trips are accessible for all pupils
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; ‘mind-friendly’ learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Raising awareness of Disability through PSHE and assemblies
- The acceptance of all children as part of the school community
- Development of mutual support and understanding between colleagues in working with pupils with disabilities, assemblies and class work, to promote mutual respect.
- Use a range of pupil grouping and peer support
- Increased bank of specialist equipment/resources to meet specific pupil needs

To do

- Continue to increase the bank of Specialist resources available to support specific needs (e.g. adapted/specialist furniture)
- Be aware in which circumstances information needs to be given in alternative formats e.g. large print, Braille etc
- Investigate software package so newsletters can be voice activated as appropriate

2B. Improving the Physical Environment

- Short Term
- Medium Term
- Long Term

SHORT TERM

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
To create a parking space for a disabled person in the school car park.	Advice and quotes sought from appropriate service providers.	Parking space and a drop off point for a car / taxi with a disabled driver and or passenger is provided.	2016 - 2019.	Accessibility of the school is improved.
Remove obstructions near doors eg. Equipment.	Staff to be reminded to remove any equipment or obstructions they see obstructing access. Link to Health and Safety check.	Access around the school is improved. Create a free and barrier free route around school.	Ongoing	Accessibility of the school is increased.
Continual review of school's policies to ensure they are fully inclusive.	Use staff and governor expertise and advice from SMBC to ensure inclusion is incorporated in all policies as part of an ongoing rolling programme of policy development.	A number of policies are audited and new policies assessed to ensure that they are inclusive and free from discrimination.	Ongoing	Accessibility is increased. Inclusion incorporated in each policy as appropriate.
Assessing individual requirements of each cohort pre-entry and on entry.	Identify specific requirements. Contact appropriate LA service for resources and advice. Inclusion on SEN register if appropriate.	Pupils able to access curriculum and participate equally in the life of the school.	Ongoing.	Accessibility of the school is increased.

MEDIUM TERM

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
To ensure that any future building projects adhere to disability legislation	Liaise with LA and contractors	Access to school building improved.	2016-2019	Access to school is improved.
Complete any decoration with differentiated colour contrast between walls, floors and doors for visually impaired.	Choose colour schemes with a contrast for visually impaired	Access to the school building is improved for visually impaired	2016-2019	Accessibility of school is increased.

LONG TERM

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Disability awareness training for all staff and Governors.	Identify training needs. Request training from SMBC.	Improved awareness of disability by all staff and governors.	ONGOING	School community benefits from increased awareness. Personal development of staff and governors.
Training staff in the teaching and support of disabled pupils. Including the development of different forms of technology.	The school will seek training and relevant development opportunities to address the pupils' individual needs	Each year staff receive training to meet the needs of disabled pupils.	ONGOING	Disabled pupils and visitors benefit from the increased awareness of staff.

2C. Improving the delivery of information to disabled pupils, as appropriate.

Information Access

- Visual timetables and information supported by signs/symbols for targeted pupils
- Adapted books for targeted pupils
- Home-school liaison books for pupils

To do

- Annual review of provision for information access i.e. simplified language, picture symbol systems to enhance inclusion

3. Making it happen

3A: Management, coordination and implementation

The governing body has responsibility for the school accessibility plan. The progress toward meeting the targets set in the plan will be reported on annually through the School Profile ([accessed https://schoolprofile.teachernet.gov.uk](https://schoolprofile.teachernet.gov.uk)). This plan, together with the school's SEN Policy, will be reviewed and revised annually, in consultation with disabled stakeholders and representatives of the Governing Body.

“Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, SMT, teachers, SENCO, teaching assistants, administrative staff, midday staff, caretaker & cleaners and governors themselves.”

3B Making the plan available

The Disability Equality Scheme and the Accessibility Plan for Hursthead Infant School is available on request from the school. We would welcome your feedback if you feel that anything is unclear or if you have any queries.

APPENDIX 1

The Disability Discrimination Act questionnaire which forms part of the Pupil Admission Forms.

The Disability Discrimination Act requires schools to have both an Equality Scheme and an Accessibility Plan to improve access for its disabled pupils and parents. We would like to seek your views in order to help us achieve this requirement.

The DDA defines a disabled person as someone who: has **'a physical or mental impairment which has substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'**

In order to understand this definition more clearly the following explanation of the terms may be helpful:

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

When considering this definition of disability within the Act do you consider your child or yourselves to be disabled?

CHILD: **Yes / No** (please circle as appropriate. If 'Yes' please complete the questionnaire **A** below
PARENT / CARER: **Yes / No** (please circle as appropriate. If 'Yes' please complete the questionnaire **B** below.

The answers below will help us to work together to make our school more inclusive and barrier free which will be of benefit to all the pupils in our care and to staff, parents and Governors who have additional needs. If you feel that you would rather come into school and discuss your response I would be more than happy to do so.

A - RE: CHILD

Do you feel the school has responded sensitively to your son or daughter's initial needs? YES/NO
If you would like to comment further please write in the space below.

Do you feel that the nature of your son or daughter's disability/learning difficulty may cause him or her to be excluded from any aspect of school life? YES/NO
If you would like to comment further please write in the space below.

Is there any further information that you would like to share with us about your child? YES/NO
If you would like to comment further please write in the space below.

Is there any information that you feel we need to know regarding your family in their ability to access all aspects of school life? YES/NO
If you would like to comment further please write in the space below.

Are lines of communication between home and school sufficient for your needs and the needs of you son daughter? YES/NO
If you would like to comment further please write in the space below.

B - RE: PARENT / CARER

How can the school support you in being able to access its environment and gain information?

Name of pupil _____ Date _____

Thank you for taking the time to complete this questionnaire.

APPENDIX 2 - RELATED DOCUMENTS :

Please make reference to these related documents: –

SEN PROVISION MAPS
SEN DEVELOPMENT PLAN