



Wood End Primary School

Disability Equality Scheme and Accessibility Plan

Committee with oversight of this policy	Behaviour, Ethos & Wellbeing
Policy last reviewed	September 2021
Policy/Document due for review	November 2025

(Read alongside Equal Opportunities, Behaviour, Inclusion and SEND Policies)

This policy sits within the Wood End Primary School suite of safeguarding policies and as such will be reviewed by the safeguarding group, who are also responsible for monitoring the policy.

Introduction

Section 100 of the Children and Families Act 2014

The Disability Discrimination Act 2005 and Equality Act 2010 builds on existing responsibilities for schools, including the duties to make reasonable adjustments, and to plan strategically to increase access to schools over time.

In April 2014, the Department for Education published further statutory guidance, "Supporting Pupils at School with Medical Conditions," which is implemented within this policy.

These values are underpinned by the United Nations Convention on the Rights of the Child. We always act in our pupils' immediate and future interests (Article 3, UN Convention on the Rights of the Child).

This Policy sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life in the wider community and in the non-educational services they might provide.

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled learners, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled learners.
- increasing the extent to which disabled learners can participate in the curriculum;
- improving the environment to increase the extent to which disabled learners can take advantage of services;
- improving the quality and layout of written communication to ensure it is accessible to all learners.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Part 5a of the DDA requires schools to publish a Disability Equality Plan, which sets out how they will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school and Nursery.

Vision and Aim:

The vision and values we hold at Wood End Primary School are:

- Believe in our own abilities so we can achieve our dreams
- Respect and value the diverse talents, needs and beliefs of everyone.
- Learn together in a safe and happy environment.
- Develop a lifelong love of learning
- Build a community of belonging, high expectations and team spirit.
- Appreciate the world we live in and help to take care of it.

At Wood End Primary School it is the intention of the governors and staff that the school provides a happy, secure and caring place in which everyone thrives, receives support and has the opportunity to achieve success.

This statement applies to all staff pupils and parents including those with disabilities. We are proud of the diversity of our community and are committed to providing equality of opportunity for all.

The SEND Code of Practice 2014

Gives practical guidance on policies and procedures aimed at enabling children with learning difficulties to reach their full potential. Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This should be a four-part cycle:

- Assess: analyse the child's current performance, with information from teachers, parents and other supporters and professionals.
- Plan: the teacher and the special educational needs co-ordinator (SENCO) should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- Do: the teacher and teaching assistants put the plan in place, with support from the SENCO.
- Review: assess how the plan is working. If the child also has an EHC plan this must be done every 12 months.

In addition to this we also believe that all teachers have a duty to –

- enable all learners to experience success and achieve as high a standard as possible through appropriate differentiation.
- create effective learning environments
- secure pupil motivation and concentration
- provide equality of opportunity through varied teaching approaches
- use appropriate assessment techniques
- set targets for learning.

These principles are vital ingredients to ensuring that all children feel valued and included in their learning.

Information from data and analysis of need

The Disability Discrimination Act 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.'

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

The definition is broad and includes a wide range of impairments, learning disabilities, dyslexia, diabetes, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) or epilepsy. It includes any impairment where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term. 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.

We have several staff, pupils, parents, siblings at Wood End Primary School who would also meet these criteria.

Physical Environment

The School buildings includes the following:

- Accessible toilets.
- The school is completely wheelchair accessible, with portable ramps.
- Secure entry and exit controlled via audio and visual access.
- Sign in /out procedures in place.
- Access to the playgrounds.

School trips are planned on the basis that all pupils are included. The party leader, in consultation with the SLT, will ensure the needs of all pupils and abilities are catered for in any future plans.

After school clubs are accessible and open to all pupils.

Using our own pupil tracking together with work scrutiny and lesson observations, we track and analyse the achievement of all our pupils including those with additional needs.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria.

The priorities and actions highlighted in this plan have been informed by:

- The Health Related Behaviour Survey
- Parents' Surveys
- Discussions with Children
- Staff and Governors

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

The Senior Leadership and Management teams are responsible for:

- evaluating the effectiveness of interventions and relative effectiveness
- observing lessons and sampling lesson planning, looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning
- monitoring the appropriateness of pupil groupings;
- monitoring the deployment of Teaching Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

Improving the delivery to disabled people of information that is provided in writing for people who are not disabled

See Disability Equality Scheme Plan (Appendix 1) and Accessibility Plan (Appendix 2)

Admissions' Form filled in by parents/carers of new pupils needs to be amended to ask about access needs. Parents of new pupils are to be made aware that they can request letters, newsletters etc in different formats, or that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information.

Management, coordination and implementation

This Plan will be reviewed annually by the Behaviour, Ethos and Wellbeing Committee. Consultation with pupils, staff and parents should be included in the report together with evidence of the impact of changes in the preceding 12 months.

This plan should be looked at in conjunction with the following documents:

- School Self-evaluation Form
- School Development Plan
- Health and Safety Report

Availability of Documentation

These plans will be available:

- Wood End Primary School Website
- School Office – on request
- Via Email - on request.

Appendix 1: Disability Equality Scheme Plan 2022 - 2025

Disability Equality Scheme Plan				
Priority	Actions (What will be done step-by-step to bring about improvement?)	Lead (Who is taking the action?)	Deadline (When will this action be taken?)	Resources/CPD (What new CPD, money, time is required to take the action?)
Promoting inclusion around school including greater ethnicity and gender diversity	<ul style="list-style-type: none"> No Learner Left Behind (NLLB) aspects Whole school training – challenging disproportionality / cultural competence School self-evaluation review Curriculum development School and community collaboration Parent Humanities- Remind teachers of diversity- through planning scrutiny. Assembly on diversity and black history month Quote/picture of the week said by a significant person - PE- To teach pupils about the Paralympics events and athletes .To include athletes of different ethnicities, genders and abilities. 	Subject Leads/ DHT/	Sumer 2023	Whole school staff training – INSET / Directed time SL training – release time Parent training workshops Using “Find Diversity” document. Humanities CPD delivered by Subject Leads to staff
Increase site access to meet diverse needs of all users	<ul style="list-style-type: none"> School to complete sensor lighting in allocated areas in new build project 	HT/ Site Manager	Autumn 2023	
To create effective learning environments for all	<ul style="list-style-type: none"> School to redevelop Nursery outdoor area 	HT/ SBM/ EYFS Leaders/ SENDCo with support from outside agencies (SaLT,OT, EBS)	Summer 2024	

Appendix 2: Accessibility Plan 2022 - 2025

Accessibility Plan 2021-2024

Priority	Actions (What will be done step-by-step to bring about improvement?)	Lead (Who is taking the action?)	Deadline (When will this action be taken?)	Resources/CPD (What new CPD, money, time is required to take the action?)
A. Gathering Information				
To ensure the needs and aspirations of groups of users are met and understood	<ul style="list-style-type: none"> ● Produce accessible information to Hirers in leaflet 	HT/ Bursar	Autumn 2024	
Ensure that all disabled pupils can be safely evacuated	<ul style="list-style-type: none"> ● Put in place Personal Emergency Evacuation Plans for disabled children. All disabled children and staff working with them are safe and confident in the event of fire/emergency. ● Develop a system to ensure all staff are aware of their responsibilities towards Disabled pupils. ● Ensure all staff are aware of the location of evacuation chair and the procedures in the event of an emergency. ● Ensure Personal Emergency ● Evacuation Plans are in place for all children 	SENCo/ HT Teachers	Autumn 2022	
B. Increasing the extent to which disabled pupils have access to the school curriculum				
To ensure the curriculum develops children's awareness of disability	<ul style="list-style-type: none"> ● Review curriculum coverage for disability awareness ● Provide opportunities for positive role models within school ● Consider significant events within curriculum 	HT SENCo PSHE lead All Subject Leaders Literacy lead	Spring 2023	Directed time slots for staff to review and develop curriculum. Subject Leads to attend network mtgs
Improve staff knowledge around access to the curriculum for children with specific special	<ul style="list-style-type: none"> ● Undertake an audit of staff training requirements Review LSA deployment to use expertise model Improve inclusive quality first teaching through staff training, monitoring of teaching and pupils' work 	SENCo	Ongoing	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum

needs.	<ul style="list-style-type: none"> ● Use of EP and SALT to provide training for staff and parents, resources through buy-in 			
All children regardless of need are able to access the curriculum	<ul style="list-style-type: none"> ● Provide information to all staff, pupils and parents about other children with disability e.g. hearing/visual impairment. ● Circle Time to address disability issues. ● Pupils have a better understanding of pupils with disabilities ● Introduce a Sway/ Newsletter promoting inclusive practice in HPS for all parents 	SENCo/ HT Teachers	Autumn 2021	Books on different disabilities in school library.
Introduce positive behaviour strategies for children with challenging behaviours	<ul style="list-style-type: none"> ● Access TEAM TEACH training for allocated staff 	SENDCo	Autumn 2024	Access to CPD Mandeville Special School David Smallwood dsmallwood.SENse@outlook.com
<i>C. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services.</i>				
To improve signage	<ul style="list-style-type: none"> ● Consider use of different languages and varied formats 	SENCo HT All staff	Autumn 2024	
To ensure all are aware of the access needs of children with physical impairments	<ul style="list-style-type: none"> ● Create access plans for individual disabled children as part of Individual Provision & Targets where appropriate. ● Ensure there is appropriate access to toilets for pupils with physical disabilities. ● Classrooms/toilets adapted for pupils with physical disabilities (handrails etc). ● Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. 	SENCo/ HT Teachers	Autumn 2022	
<i>D. Making written information accessible to pupils in a range of different ways.</i>				
To increase support for parents of children with a disability	<ul style="list-style-type: none"> ● Ensure that the school prospectus explicitly welcomes children with SEND 	All staff Admin SENDCo	Autumn 2023	
Ensure greater use of Makaton in FS1 and 2.	<ul style="list-style-type: none"> ● All children know some basic Makaton signs. ● Whole school introduction to Makaton 	Teaching staff TAs	Autumn 2024	

Introduce and develop use of PECS (Picture Exchange) as a form of communication for non-verbal pupils.				
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