



# Disability Non-Discrimination and Accessibility Plan

***We walk by faith and not by sight:  
2 Corinthians 5:7***

## **Introduction**

Our school's aim is to value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.

From 1st October 2004 it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

Our Accessibility Plan includes the action plan (appendix 1) drawn up following an audit (appendix 2) of the building, staff and parents. The action plan means that we fulfill our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

## **What is disability?**

The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupils' everyday lives.

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

## **Aims**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

St. Paul's C of E Primary School aims to include and integrate pupils with disabilities in the full life of the school. Our strategies to achieve this include:

- Having high expectations of all pupils.

- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama.
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities are able to participate fully.
- Establishing an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Anticipating the needs of pupils or staff with disabilities before he or she joins the school.
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Planning the physical environment of the school to cater for the needs of pupils with disabilities.
- Raising awareness of disability amongst school staff (teaching and non teaching) through a programme of training.
- Providing written information for pupils with disabilities in a form which is user friendly.
- Ensuring that our library and reading books provided positive images of people with disabilities.

We will ensure that pupils with disabilities have the same opportunities as nondisabled pupils to benefit from the education our school provides.

### **Removing barriers**

The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged. Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

The Accessibility Plan, through the audit, covers the measures we have already taken, and are still taking, to improve our school.

### **The physical environment**

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school, by installing setting-down and picking-up points, ramps, handrail and lifts;
- movement around the building, for example by adaptations, such as improved colour schemes, for people with impaired sight;
- accommodation within the building, by providing sound-proofing for pupils with impaired hearing for example;
- furniture, by procuring rise-and-fall tables, sinks and ovens;
- information and communication technology, by selecting appropriate hardware and software, and by using minicomps;

- signage, by putting it in clear print.

### **The curriculum**

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate. We ensure that all risk assessments are detailed and thorough taking into account all aspects of every child's needs.

We use language that does not offend, and we make staff and pupils aware of the importance of language.

Many of the adjustments to the curriculum that we make in class and around school are dependent upon individual needs: these are evident from the targets set for children's IEPs (Individual Education Plans) which are effective and manageable.

### **Information**

Information normally provided in writing (lesson content, texts, library resources and information about school events) is available in alternative formats (large print, online, via telephone for the visually impaired, sign language, interpreters) which are clear and user-friendly. We always take account of disabilities of pupils or parents and should any parent, carer or member of staff request an alternative form of provision of information, we strive to meet their needs. For example, communication with a parent who is hearing impaired, we will arrange for an interpreter to be present.

### **Staffing**

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities. Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post. All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LEA's advice, and its provision through the Hearing Impaired and Visually Impaired services.

### **Health and safety**

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away.

The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

### **Policy into practice**

The governing body is responsible for the school's duty not to discriminate.

A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.

The Principal will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

### **Monitoring**

We have high expectations of all our pupils. We monitor a range of data with regular pupil progress meetings to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving. If any pupils are found to be underachieving, steps are taken to put support/interventions in place as soon as possible.

We monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.

Evaluations based on these data are then reported to the governing body, and an action plan will be drawn up if necessary.

### **Monitoring and review**

The governing body has a named governor with responsibility for matters of disability discrimination. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the LEA and other external agencies, to ensure that the school's procedures are in line with those of the LEA.

The Principal implements the school's disability non-discrimination policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.

This policy will be reviewed at any time on a request from the governors, or at least once every two years.

**Reviewed: September 2015**

**Agreed: September 2015**

St. Paul's C of E Academy

**Review Date: September 2017**

DND /AP September 2015

**Appendix 1: Disability Equality Scheme Action Plan • St. Paul's C of E Academy**

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to Curriculum</b></p> <p>Create effective learning environments for all.</p>	<ul style="list-style-type: none"> <li>• Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school.</li> <li>• Incorporate Quality First Teaching into all planning. Reinforce differentiation as a direct responsibility of all each teacher as outlines in the National Curriculum Inclusion Statement.</li> <li>• Circulate “Reasonable Adjustments”. Classroom Checklist to all staff. Ensure all classrooms and resources are organized in accordance with individual pupil need.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing through regular SEN monitoring</p>	<p>SENCo</p> <p>SLT&amp; SENCo</p> <p>SENCo</p>	<p>All Staff</p> <p>Teaching staff</p> <p>All Staff</p>	<p>SLT &amp; SENCo</p> <p>SLT and Governors</p> <p>SLT</p>

<p><b>Access to wider curriculum</b></p>	<ul style="list-style-type: none"> <li>• Ensure school activities are accessible to all students.</li> <li>• Setting up visual and non-visual guides to assist both pupils and parents. Continuously checking that information is being presented in a user friendly manner to people in school and the wider community who may have disabilities for example reading aloud, use of overhead projectors and describing diagrams.</li> <li>•</li> </ul>	<p>Ongoing. Physical Adjustments are continually being made throughout school.</p>	<p>Inclusion Support Services</p> <p>Thorough risk assessment in line with E&amp;D plans prior to activities beginning. Consultation with staff and parents.</p>	<p>SENCo</p> <p>All staff contribute to ensuring access</p>	<p>SLT</p> <p>Principal</p>
<p><b>Premises</b></p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>• Provide information in simple language e.g. diagrams, symbols &amp; large print around the school, in particular fire evacuation alarms and procedures.</li> </ul>	<p>Ongoing</p>	<p>School budget</p>	<p>SLT &amp; site manager/health and safety governor</p>	<p>SLT &amp; site manager/health and safety governor</p>
<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> <li>• Review Worship Programme: widen focus of different/same theme</li> <li>• Encourage a diverse collection of local groups to be involved in assemblies and visits to school including local disabled groups.</li> </ul>	<p>Achieved &amp; ongoing</p>	<p>School budget to purchase new resources</p>	<p>SLT, SENCo &amp; PSHE co-ordinator</p>	<p>SLT, SENCo &amp; PSHE co-ordinator</p>

<b>Newsletters and Information</b>  Availability of documents in alternative formats	<ul style="list-style-type: none"><li>• Monitor uptake of documents in alternative formats</li></ul>	Ongoing	School Secretary	School Secretary, SLT & SENCo	SLT & SENCo
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## (Appendix 2)

St. Paul's Accessibility Audit March 2015

Carried out by: D Crosby

Section 1 The school

can deliver the curriculum to all pupils. Give details of items developed, current practice and things to be developed.

Statement	Fully	Partly	Not	Plan prompt
Teachers and assistants have trained to teach and support disabled pupils. Staff are confident about meeting the needs of pupils with a disability.		✓		Raising awareness and developing all staff practice 2015
All school staff and the governors have had the access to training on disability equality and inclusion.		✓		Staff completed training on disability and equality inclusion.
We take advice to ensure our classrooms are optimally organised for disabled pupils.	✓			
Positive images of people with different abilities are apparent in the classrooms and the school generally.	✓			PHSE curriculum has been reviewed. More positive message posters are displayed around school.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum, ie all pupils are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled pupils.	✓			Ongoing with assistance from Inclusion Support, SLT, key stage leaders and SENCo
Lessons are responsive to pupil diversity. Lessons allow pupils to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	✓			
Staff recognize and allow for the mental effort/additional time required by some disabled pupils, eg using lip reading, use of equipment in practical work.	✓			

When renewing computer hardware and software, machines and materials are chosen to support vocalizing, brailing, touch screen and switches.			✓	Seek advice from Inclusion Support re appropriate software.
Provision of laptops is considered for pupils.	✓			
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	✓			Thorough risk assessment in line with E&D plan is undertaken before any trip is planned.
The school links with other schools to share good practice.	✓			
Staff seek to remove all barriers to learning and participation. When curriculum units are developed, the originators always ask if there could be a disability dimension.	✓			

Section 2 The school is designed to meet the needs of all pupils (physical)

Statement	Fully	Partly	Not	Plan prompt
The size and layout of areas allow for all pupils, including wheelchair users.	✓			
Emergency and evacuation systems set up to inform all pupils including those with SEN.		✓		Recent feedback show that Staff feels this could be better implemented. SLT will assess.
Policy is in place for the safe and effective administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned, ie pupils taking medication, pupils with limited toilet training.	✓			
Pathways of travel around the school site and parking are safe. Disabled parking spots are available.	✓			
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	✓			

<p>Furniture and equipment is selected, adjusted and located appropriately.</p> <p>Steps are taken to reduce the background noise for hearing impaired pupils and advice sought from other agencies to take appropriate measures in the classroom.</p>	<p>✓</p>	<p>✓</p>		<p>Furniture and equipment is constantly being adjusted and updated in line with E&amp;D Plan</p> <p>Developing situation in KS2. Advice has been sought from HI to purchase best fit system to assist pupil who is hearing impaired as she moves through key stages.</p>
<p>The décor or signage is not confusing or disorientating for disabled pupils with a visual impairment, autism or epilepsy. Colour schemes are considered to provide colour and tonal contrast for visually impaired pupils.</p>	<p>✓</p>			<p>Always looking to improve our use of simple language symbols throughout the school. Awareness of colour and how lay out of room could affect certain groups of children in different ways at the fore front of future building plans.</p> <p>We consider how information is presented in line with E&amp;D Plan</p>

Section 3 The school delivers materials in other formats (access to information)

Statement	Fully	Partly	Not	Plan prompt
<p>Information is provided in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with forms of printed information.</p>	<p>✓</p>			<p>We consider how information is presented in line with E&amp;D Plan and in anticipation of any children who are joining our school in the near future including their needs in our reasonable adjustment plans.</p>
<p>Information is presented to groups in a way which is user friendly for people with disabilities, eg reading aloud, overhead projections and describing diagrams.</p>	<p>✓</p>			<p>As above</p>
<p>ICT facilities are used to produce written information in different formats.</p>	<p>✓</p>			<p>As above</p>
<p>Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness, ie VI (visual impairment), HI (hearing impairment), ASD (autistic spectrum disorder) teams, occupational therapists, speech therapists, school nurse.</p>		<p>✓</p>		<p>Staff have received training for IEPs. Raised raise awareness and develop practice to support pupils and parents with disabilities.</p>
<p>There is an effective process to deal with both complaints and positive suggestions from the parents of pupils with a disability.</p>	<p>✓</p>			

