



**Crowlands Primary School
Disability Equality Scheme
and
Accessibility Plan 2017 – 2020**

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Reviewed – every 3 years
Reviewed March 2017**

Vision statement

Crowlands Primary aims to help **all** children to develop the essential skills, knowledge and personal qualities necessary to meet the challenges of the world of their future.

We are ambitious for all our pupils and seek to remove barriers to their progress in partnership with both children and parents.

We value all members of our community and their ability to make a positive contribution using the full range of activities available within our school; including the need to make reasonable adjustments to enable them to do so.

Through these values we aim to promote positive attitudes towards people with disabilities.

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (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.'

Who would be covered under the definition of disability?

Impairment

Physical impairment – includes sensory impairment

- Eczema in its severest form
- Diabetes
- Nut allergy
- Severe asthma

Pupils with a progressive condition such as:

- Cancer
- Multiple sclerosis
- HIV infection

are covered as soon as they have the condition and before there is necessarily any effect on their ability to carry out normal day to day duties.

Pupils with a severe disfigurement do not have to prove that their impairment has a substantial adverse effect on their ability to carry out day-to-day duties.

Mental impairment – includes learning difficulties and an impairment resulting from or consisting of a mental illness.

It can include hidden impairments such as:

- Dyslexia
- Autism
- Speech and language impairments
- Attention deficit hyperactivity disorder (ADHD)
- School Action Plus or Statemented children – (a child's ability to memorise, concentrate, learn, speak, move is central to their education). An impairment that has a long term and substantial effect on a child's ability to do these things may amount to a disability.

Does the impairment affect normal day-to-day activity in one or more of the following?

- Mobility;
- Manual dexterity;
- Physical coordination;
- 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;

The person does not have to have a diagnosis in order to be considered as having a particular impairment. If the condition **has a long term and substantial adverse effect on their ability to carry out normal day to day activities** he/she would come under the definition.

How people with disabilities are involved.

Crowlands Primary is keen to ensure that its vision of inclusion is experienced by all its stakeholders who have a disability. The plans to increase access and to promote opportunities for pupils who have a disability will also be the focus of improvements for all staff, parent carers, visitors to the school and candidates for interview.

This Disability Scheme has been drawn up and will be reviewed, monitored and amended by the Disability Focus Group. A large percentage of the Focus Group will be Crowlands stakeholders with experience of disabilities. The group will drive and steer the scheme's development using information gathered from our consultation documents.

Crowlands Primary has consulted with disabled pupils, staff and services users in the development of our Disability Scheme by:

Consulting with disabled pupils, staff and parents to determine their priorities for the school with regard to disability equality over the next three years through:

- Disability focus group –representing governors, staff and parent carers with experience of a variety of disabilities.
- School Council
- Questionnaire with feedback slips
- Drop in sessions.
- Parental Evaluation report prior to students transfer to another school.

Impact Assessment

Crowlands Primary recognises the importance of assessing the impact of their current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning.

We therefore regularly monitor the impact of the schools policies. This is captured by means of the schools equalities monitoring process, which involves

- Consultation with disabled stakeholders, in order that areas for change can be identified
- Analysis of information from data collection relating to disability.

This Disability Equality Scheme is a working document and therefore one, which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members. These will be used to drive forward the promotion of disability equality. They will therefore be key to the review and development of all school policies in order to achieve the school's vision of a welcoming and diverse community.

Targets	Strategies	Outcome	Timeframe	Success Criteria
To continue to raise awareness of disability and identify any possible barriers.	Incident cards. Jigsaw scheme School Assemblies Staff meetings Circle time Questionnaire School Council Outside Agencies Displays	Increased respect for all within the school community.	July 2020	Jigsaw scheme embedded throughout the school. At least termly assemblies plus follow up Circle time based on disability issues. Action plan based on identified barriers. Smooth transition into school for our pupils with a disability.
To continue to develop the creative curriculum for all children.	Pupils to be able to choose what they wish to learn about a topic and plan together how they will achieve desired outcomes. Mixed ability groups that support , enthuse and encourage disabled & SEN pupils to take ownership of their own learning.	All teachers to be secure with planning the creative curriculum for their class. Pupils to be planning together, deciding what they want to know and how they will find out.	Ongoing	Disabled pupils & those on SEN Reg to be fully involved in planning their work and finding ways of achieving their desired outcomes. Disabled and SEN Reg pupils to feel proud of their achievements within their topic work in the creative curriculum.
ICT to support disabled/SEN pupils.	Ensure all TAs are trained and use Clicker 6 to support disabled pupils access the full curriculum. Disabled pupils and those with SEN have access to laptops and tablets to routinely complete work	All children will be able to demonstrate their learning through the written/printed word. Ensure all SEND pupils have access to Clicker in all lessons	Ongoing Evaluate Termly the impact.	Disabled and SEN pupils will be active in all aspects of written work and developing their literacy skills further.
To ensure all staff are trained in the 5P approach to support our pupils with ASD	CPD delivered to all teaching staff and selected support staff April 2017. Advice sought from key practitioners to support our ASD pupils	All teachers are confident in supporting pupils with ASD to reach their outcomes both academically, socially and emotionally.	April 2017	Training instills confidence in all staff to support pupils with ASD. Impact of training evident on pupil outcomes

Targets	Strategies	Outcome	Timeframe	Success Criteria
To ensure all activities both in school and outside of school are accessible for all of our pupils.	Risk assessments to consider the needs of our pupils with a disability. Ensure all activities can be accessed by all pupils. All staff are aware of Health Care plans for pupils with a disability.	Every pupil has access to the same learning opportunities and extra-curricular activities.	Ongoing	All pupils have equal access and opportunity to curriculum and extra-curricular activities. All pupils can access all school trips and activities.
To continue to use Provision Mapping to monitor the effectiveness of interventions for pupils with a disability.	Training for LSM to use mapping tool effectively. Monitoring of provision mapping by HT	Provision mapping is an effective tool in enabling us to provide the best opportunities and outcomes for our SEND pupils.	Ongoing	Interventions in place are accurate in meeting the pupil's next steps in learning to improve outcomes. Provision mapping is used accurately to target pupils with the correct interventions.
To continue to assess Speech and Language on entry to the school and to provide S and L interventions to improve communication skills.	Assessments carried out on entry into Reception. Appropriate interventions identified and delivered.	All pupils with S and L needs have targeted intervention programmes to meet their individual learning needs.	On entry 2017 Individual Programmes to continue as required	All pupils with S and L needs are identified early with interventions delivered immediately.

Disability Equality Scheme – Crowlands Primary School – Reviewed March 2017. This Action Plan outlines what will be achieved in the next three years with regard to meeting the Disability Equality Duty.

Procurement

On occasion the school contracts out services and functions to other organisations for example: training, cleaning, security and out of hours clubs and activities. We must ensure that disability equality is built into our contracts with outside providers. We work closely with the local authority on procurement and are subject to specific regulations and processes.

Recruitment, development and retention of people with disabilities.

Our school ensures that we collect information on disability at the point of recruitment and selection. Once appointed, staff are given opportunities to raise issues as they occur. Positive solutions will be sought to enable the member of staff to continue their career development and prevent barriers to promotion. For example: staff may be given a reduced timetable, time off for appointments and if necessary, (where possible), changes in role to reduce stress.

The school liaises with the local authority, previous schools and any other agencies involved, to collect information on disability from parents and pupils at the point of enquiry and of admission.

Crowlands has an ethos, which ensures pupils, and parents feel comfortable to disclose issues of difficulties, which may arise as a result of an impairment or health condition.

It is part of our action plan to collect information from parents regarding disabilities or health conditions they may have which have a direct impact on their child, or on the parent's ability to access services or activities provided by the school. We understand such information needs to be collected sensitively. Parents are entitled to an explanation as to why we are collecting such information and how it will be used to ensure that the school is accessible to them.

The Educational Opportunities and Achievements of Disabled Pupils

Eliminating Discrimination and Harassment

At Crowlands Primary we actively work to eliminate harassment of disabled pupils by ensuring that **all** pupils are aware that any bullying, name-calling or teasing is unacceptable. Within lessons we encourage empathy, promote positive attitudes and images of disabled children, young people and adults. These include RE, Circle time, the SEAL project, Assemblies and The International Primary Curriculum. We also ensure that posters, books etc. promote these positive images.

We regularly collect progress data on all our pupils from a variety of sources with which we can separate and analyse SEN pupil progress whilst being aware that not all Disabled pupils have SEN. Our aim is to review and improve existing methods of data collection to monitor progress and ensure equality of access to the curriculum.

Disabled pupils are given opportunities to hold positions of responsibility.

All pupils are given equal opportunities to apply for positions of responsibility including 'lunch time monitors, play leaders, and school council members'. Children with disabilities are encouraged to participate in class assemblies, school productions and extra curricular clubs. If necessary the pupil can be supported by members of staff in order to participate in these activities.

Encouraging participation in school life

All pupils have access to school trips. Reasonable adjustments are made to allow for inclusion. We ensure the provision of accessible vehicles when hiring transport to guarantee the full participation of disabled pupils. Prior

to the visit the venue is inspected to assess its suitability and alternatives are looked into if the venue is found to be unsuitable.

Contact with parents and carers

When providing newsletters and information for parents and carers Crowlands Primary will make this information available in an accessible format so that parents or carers who maybe for example visually impaired can access the information. Additionally, events for parents and carers such as open evenings and meetings with teachers will be held in accessible parts of the building.

Election of School Governors

The election of parent governors will now be covered by the DDA 2005 and governors will ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected because they were disabled. Once a disabled parent governor is elected the schools will ensure that they can participate fully in school life.

Monitoring and reporting

Crowlands Primary will monitor the impact of action to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be scrutinised in accordance with the specific timescales. If any adverse impacts are identified, the action plan will be revised.

As part of our schools ongoing self review the Disability Focus Group will produce an annual report which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Governors and the findings will be used to improve the Disability Equality Scheme and feed into future practice and the School Improvement Plan.

Publication

Crowlands Scheme will be published on the schools websites. Copies will be available from the school office. Arrangements can be made to provide the document in an alternative format e.g. Audio/Large print. A copy has been sent to the Local Authority.

