



**Crowlands Primary School
&
Newtons Primary School**

Disability Equality Scheme and Accessibility Plan 2020 - 2023

**Approved at Full GB meeting
Reviewed – every 3 years
Next Review: March 2023**

The Growing Together Federation Vision Statement

Our vision for all of our children is to enable them to succeed and be proud of their achievements. To enable children to reach their personal best within a respectful, safe and inclusive atmosphere that is welcoming, fun, friendly and safe. Children are enabled to develop curiosity and creativity through an inspiring, engaging and challenging curriculum, where learning together and growing together is at the heart of all that we do. Our children will gain the skills and knowledge required in order to thrive in their next steps in education and beyond. We intend that all children will enjoy their learning, achieve their potential and become independent life-long learners.

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.

The Federation 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 stakeholders with experience of disabilities. The group will drive and steer the scheme's development using information gathered from our consultation documents.

The Federation 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

The Federation 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 Federation's policies. This is captured by means of the Federation's 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 Federation'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 Federation policies in order to achieve the Federation's vision of a welcoming and diverse community.

Targets	Strategies	Outcome	Timeframe	Success Criteria
To ensure the access needs of disabled pupils, staff, parents/carers and visitors are made aware to the school.	Individual access plans are created as part of the EHCP or HCP where appropriate. Sharing information where appropriate of access needs. Designated parking bays in the school car park for those with disabilities.	Federation to provide appropriate access arrangements to ensure equality on both sites.	Ongoing	Any access needs for disabled pupils and visitors are catered for throughout the Federation. The Federation will ensure equality for all. Disabled pupils, staff, parent/carers and visitors are
All fire escape routes are clear, accessible and suitable for all to ensure that all disabled pupils, staff and visitors to either school site can safely be evacuated.	Fire escapes are clearly marked and defined. Fire escape routes are not obstructed. Where appropriate Personal Evacuation Plans are put into place. Any visitors to school are made aware of the evacuation procedure and shown evacuation route and assembly points.	Clear evacuation procedures to ensure safety for all.	Ongoing	Pupils and staff are confident to evacuate either school site regardless of their disability. Consistency across the Federation.
Corridors and doorways to be wheel chair accessible	Corridors to be clear and not obstructed. Door frames wide enough for wheel chairs to go through with ease.	Fluid and ease of movement on both school sites	Ongoing	Those who use a wheelchair or any other aids to freely access all parts of the school environment.
School trips and residential visits are accessible for pupils learning and physical disabilities	Risk assessment to be completed. Site visit before the trip to ensure appropriate arrangements are made Staff to needs of pupil based on the EHCP/HCP	Every pupil has access to the same learning opportunities and extra-curricular activities.	Ongoing	Enhanced learning experiences Pupils can develop a knowledge and understanding of life beyond the classroom. Disabled pupils & those on SEND Reg are accessing the creative curriculum.

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 2023	Jigsaw scheme used in conjunction with 1Decision to raise awareness and to be embedded throughout the Federation. 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.	Inclusive learning environments. Provisions suitable adapted to meet the needs of individual pupils. 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. Small group interventions.	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 Evaluate the impact termly.	Disabled pupils & those on SEND Reg to be fully involved in planning their work and finding ways of achieving their desired outcomes. Disabled and SEND Reg pupils to feel proud of their achievements within their topic work in the creative curriculum. Pupils are confident discussing their learning and apply a range of taught skills in all areas of the curriculum. Range of learning strategies and teaching strategies are evident in the delivery of taught sessions. Embedded provisions across the Federation to meet individual needs of pupils.
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 SEND 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 the impact termly.	Disabled and SEND pupils will be active in all aspects of written work and developing their literacy skills further. Disabled and SEND pupils will demonstrate independent learning.

Targets	Strategies	Outcome	Timeframe	Success Criteria
To ensure identified staff are trained appropriately to meet the needs of pupils with SEND.	CPD delivered to LSM, SEND teachers and support staff members. Advice sought from key practitioners to support our pupils with needs.	All teachers are confident in supporting pupils to reach their outcomes both academically, socially and emotionally.	July 2023	Training instils confidence in all staff to support pupils with additional needs. Range of therapeutic sessions embedded to meet the needs of pupils. Impact of training evident on pupil outcomes
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 EHT.	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.	Liaising closely with the Borough Speech and Language practitioner. Speech and Language programmes to be delivered effectively by trained staff. 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 every academic year from 2020 Individual Programmes to continue as required	All pupils with S and L needs are identified early with interventions delivered immediately.

Disability Equality Scheme – Reviewed March 2020. 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 Federation 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 Federation 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 Federation 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.

The Federation 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 The Growing Together Federation 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, Assemblies and Jigsaw Scheme of work and 1Decision scheme of work. 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 SEND pupil progress whilst being aware that not all Disabled pupils have SEND. 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 'House Captains, Prefects, Buddies 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 both Crowlands Primary and Newtons 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 Federation Governors

The election of parent governors will now be covered by the Equality Act 2010 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 Federation will ensure that they can participate fully in school life.

Monitoring and reporting

The Federation 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 Federation's 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 Executive Headteacher 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

The scheme will be published on the school's 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.