

**Grange Park Infant And Nursery School**

**Disability Equality Scheme and Disability Accessibility Plan for Pupils**

| <b>Date</b>           | <b>Review Date</b>    | <b>Coordinator</b>  | <b>Nominated Governor</b>       |
|-----------------------|-----------------------|---------------------|---------------------------------|
| <b>September 2018</b> | <b>September 2021</b> | <b>Kiran Thapar</b> | <b>Lorraine Plummer Walrond</b> |

This policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

We ensure that the culture and ethos of this school is such that, whatever the abilities and needs of members of the school community, everyone is equally valued and we treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity. The school aims to ensure that pupils with disability are able to move round the school building freely and without hindrance.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum,

### **Grange Park Infant And Nursery School**

accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In response to the Access Audit undertaken we have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school. The plan is as follows for the next three years 2018-2021 and will be reviewed July 2021.

| Action  | When  | Cost   | Who   | Success Criteria and Evaluation of Effectiveness and Impact   |
|---|---|--|---|---|
| <p><b><u>DELIVERY OF THE CURRICULUM</u></b></p> <p>Remind staff of duty to ensure curriculum entitlement to all children</p> <p>Parents with disabilities require information about the curriculum. Arrangements should be made to ensure parents receive information- see <i>improving provision for information sharing</i>.</p> <p>Ensure pupils with disabilities have access to the Curriculum</p> <p>Ensure all pupils with disabilities have appropriate adjustments made to access the curriculum.</p> <p>Ensure pupils can participate in all aspects of the curriculum without risk of injury loss of confidence or feeling of isolation<br/>Strategies:-</p> <p>1) The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEND.</p> <p>2) Buy back into Primary Forum inspectors/advisers, and of appropriate health professionals from the local NHS Trusts to ensure access to the Curriculum<br/>[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]</p> <p>3) Consider ICT, and other specialist curriculum equipment which will be purchased after seeking advice</p> | <p>Immediately and continuously 2018-2021</p>   | <p>DSG element for children on the SEND List</p> <p>Allocate funding to children with Education Health Plans</p> | <p>All members of the teaching staff</p> <p>The Year Group Managers to ensure staff are aware of their duty</p> <p>SEND Co-ordinator to ensure curriculum is suitably differentiated</p>  | <p>Pupils with disabilities are able to participate in all aspects of the curriculum because the curriculum has been made accessible and modified for them taking account of their individual needs. We have followed the advice of the DFE, the code of practice for SEND to make adjustments to the curriculum and assessments</p> <p>Reasonable adjustments have been made through the use of alternative equipment, adjustments and consideration to the individual needs of the child.</p> |
| <p><b><u>THE PHYSICAL ENVIRONMENT OF THE SCHOOL</u></b></p> <p>The school will continue to ensure that physical access remains high on the agenda when planning changes to the school building</p> <p>Children with disabilities should have an individual access plan as part of their Individual Education Plan written with the SEND Co-ordinator highlighting action to be taken in emergencies. High Priority.</p> <p>The school is committed to ensuring that any future building projects consider the needs of pupils with disabilities.</p>  | <p>2018-</p> <p>We have had substantial work carried out as a result of the Expansion Programme</p> | <p>Seek grants where possible if a child has a EHCP (statement of SEN)</p> <p>Allocate DSG SEN element</p>       | <p>All visitors and personnel can access areas of the school.</p> <p>All children with disabilities have an access plan.</p> <p>The school responds positively to children admitted with disabilities and ensures provision.</p> <p>The IEP clearly identifies responsibility for</p> |   |

## Grange Park Infant And Nursery School

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| <p>Strategies:<br/>1)The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.<br/><i>[See checklist on page 30 of DfES Guidance.]</i></p>   |  |  |                                      | <p>supervising the child during an emergency, including a named deputy in case of absence.</p> <p>New children with disabilities admitted with all access arrangements in place.</p>                              |
| <p><b><u>IMPROVING THE PROVISION OF INFORMATION STRATEGIES:</u></b></p> <p>Audit current provision with support from specialist agencies</p> <p>Write a plan of action keeping within realistic targets in terms of cost</p> <p>The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.<br/><i>[See checklist on page 30 of DfES Guidance]</i></p> | <p>Action Plan to be Completed by October 22/10/2018</p> | <p>Seek grants from public bodies</p> <p>Allocate From Premises Budget</p> | <p>Site Manager<br/>Head teacher</p> | <p>The school will seek to find resources and specialist services to ensure that information is available in different formats.</p> <p>This will be a response to need to ensure good use of school resources</p> |

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

### Aim

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To work with other schools to share good practice in order to improve this policy.

### Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995; with the Disability Rights Commission Code of Practice (2002); the Equality Act 2010 and use the Equality Act Advice published May 2014
- a duty under the Disability Discrimination Act (as amended by the SENDA) to publish an Accessibility Plan but not to:
  - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
  - treat disabled pupils less favourably
  - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

## **Grange Park Infant And Nursery School**

- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty to respect the child's and parents right to confidentiality;
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- the responsibility to endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:
  - setting suitable learning challenges
  - responding to pupil's diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher**

The Headteacher will:

- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- in conjunction with the Governing Body devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school personnel with disabilities;
- inform the Governing Body on the training programme for school personnel;
- monitor the effectiveness of this policy;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Coordinator**

The coordinator will:

### ***Grange Park Infant And Nursery School***

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report any changes to a child's condition if they are informed first by parents;
- attend appropriate training;
- report any concerns they have on any aspect of the school community;

### **Role of Pupils**

Pupils will:

- be taught through PSHE/ assemblies about the importance of helping each other and accept that some children will require additional support to help them;
- ask for further help if they do not understand;
- follow the Golden Rules of the school and show respect to each other and adults.

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School's website and induction for new staff members
- school training
- give updates of changes through the weekly newsletters

### **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

## **Grange Park Infant And Nursery School**

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed every three years, but adjustments will be made earlier if legislation changes, significant changes are made or when the need arises by the coordinator, the Headteacher and the nominated governor.

|                                 |                     |              |                |
|---------------------------------|---------------------|--------------|----------------|
| <b>Headteacher:</b>             | Kiran Thapar        | <b>Date:</b> | September 2018 |
| <b>Chair of Governing Body:</b> | Dr Harjinder Rahanu | <b>Date:</b> | September 2018 |