



*'Being the BEST we can be in all that we do'*

## **Disability Equality Scheme and Accessibility Action Plan 2021-2024**

|   |                          |
|---|--------------------------|
| <b>Date of Policy Issue:</b>                          | June 2022                |
| <b>Review Date:</b>                                   | June 2024                |
| <b>Name of Responsible Manager / Headteacher:</b>     | Jamie Dodson             |
| <b>Signature of Responsible Manager / Headteacher</b> | <i>Jamie Dodson</i>      |
| <b>Signature of Chair of Governors</b>                | <i>Lorraine Suchanek</i> |
| <b>Date:</b>  | June 2022                |

### **1. Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

### **2. Definition of Disability**

Disability is defined by the Disability Discrimination Act 2005 (DDA):

"A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

### **3. Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### **4. Principles**

Kings Worthy Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy and the operation of the school's SEND policy:

- Kings Worthy Primary School recognises our duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school teaches all pupils with a broad, balanced and inclusive curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Additionally, the school will apply the same principles to ensure accessibility is addressed for staff, parents and all users of the site.

## 5. Context

The school comprises a main building constructed in the 1950s together with an extension completed in 2008 and another completed in 2014.

The addition of a Pre-School to the school site in Spring 2011 also facilitated improvements to the access of the school site, providing one additional designated accessible parking space in the main staff car park with level access to both the primary school and pre-school's main entrances and path to the playground. The primary school's main entrance door is not automatic but has a security control push button / buzzer system which is accessible at wheelchair and standing height thus enabling a visitor to request assistance as required.

The reception area has dual counter heights to make it accessible to those either standing or seated although with the recent addition of a partition wall segregating the reception area, the lower counter is not accessible for visitors, only once past the coded door therefore not available for all. The buildings and playground have level access throughout with the exception of three steps from the reception area to the main hall which have a continuous handrail on one side. Level access to the hall is provided from the outside of the building via a slight slope.

Kings Worthy Primary School will consult with children with disabilities, staff and service users in the ongoing development of the disability equality scheme by:

- IEP and Annual reviews with SEND children/parents
- Analysis of available school disability data
- Analysis of a range of Local Authority/Specialist Organisation reports which examined the experiences of children with disabilities
- Meeting with parents at consultation evenings
- Disability Equality Scheme surveys of all members of the school community and users of school buildings

### Activities:

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to:

#### a) Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS trusts.

- Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all.
- All children have equal access to resources. Provision is made for all abilities and specialist resources are available for children with SEND.
- Using Insight, Thrive, PM benchmarking and monitoring in school by staff, we are able to track and analyse the achievement of all our pupils.
- LSAs work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities.
- The SEND register is kept up to date by the SENCo.
- There are appropriate and specific intervention programmes for pupils with SEND.
- Individual Education Plans (IEPs) and reviews are in place.
- Class files have basic medical information for visiting/supply teachers.
- Ensure all children with disabilities are included on all school trips unless a full risk assessment indicates that participation should not take place.
- Advice is sought from appropriate outside agencies to provide staff with additional information when required.
- The review of policies in school is on-going, including the acknowledgment of a Single Equality Scheme.

#### **b) The physical environment**

The school will take account of the needs of the pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises with more accessible facilities and fittings.

- There is a disabled toilet available in school
- There are 3 designated disabled parking bays, 1 within the staff car park and 2 in parent drop off area (added in April 2021)
- Ensuring all future adjustments to current buildings are DDA compliant
- Denoting hazards for the visually impaired such as step nosings and gradual changes in floor levels.
- Playtime and lunchtime support provided by LSAs and midday assistants.
- Flexibility of seating arrangements to suit need.

#### **c) The provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

- Newsletters to parents are available electronically, via SCOPay in PDF format in which the font and size of print can be altered to suit and on the website in PDF format which can be read by text readers.
- Most information is available electronically and can be converted to other appropriate formats. Information able to be made available in electronic format, will be.
- The diary is available in a visual format on the school website and is downloadable and user-adjustable.
- Visual timetables are displayed in classrooms.

### **6. Monitoring and evaluation**

The effectiveness of these adjustments will be monitored by the governing body, feedback will come from the following sources and the information obtained will be used to inform the development of future accessibility action plans and Single Equality Scheme:

- Pupil interviews
- School Council
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school

- Outside Agencies

## 7. Action Plan (see below)

The action plan incorporates information from Hampshire County Council's Access Self-Audit form and follow-up advice from HCC's access officer and the Specialist Teacher Advisory Service for Physical Disability.

## 8. Linked policies

This Plan will contribute to the review and revision of related school policies such as:

- School strategic plan
- Curriculum policies
- SEND policy
- Single Equality Scheme



## Accessibility Action Plan 2022-2024

|                       | Targets                              | Strategies   | Outcome  | Responsibility | Timescale |
|-----------------------|--------------------------------------|--|--|----------------|-----------|
| Access to Information | Improve accessibility of information | <ul style="list-style-type: none"> <li>• Identify HCC facilities for braille / translation.</li> </ul> | School can provide information in a variety of formats on request. | Admin staff    | Ongoing   |

|             | Targets  | Strategies  | Outcome   | Responsibility                     | Timescale |
|-------------|--|---|---|------------------------------------|-----------|
| Use of data | Identify range of needs within the current school community.     | <ul style="list-style-type: none"> <li>• Maintain an up to date disability register. (Pupils and staff).</li> <li>• Compile list of languages spoken within the school</li> </ul>   | The range of need is known and provision matches need more closely.                                     | Admin staff, SENCo                 | Ongoing   |
|             | Improve data analysis and monitoring of pupils with disabilities | <ul style="list-style-type: none"> <li>• Ensure disability information is added to Insight via MIS exports.</li> </ul>  | Children with a disability recognised under the DDA are identified and their progress can be monitored. | Admin staff                        | Ongoing   |
|             |  | <ul style="list-style-type: none"> <li>• Embed and maintain method of collecting data to analyse attendance and academic performance.</li> <li>• Include discussion of pupils on disability register at pupil progress meetings.</li> </ul> |   | Assessment Coordinator, SLT, SENCo | Ongoing   |
|             |  |   |   | SLT, Class teachers, SENCo         | Ongoing   |

|                      | Targets                                      | Strategies   | Outcome   | Responsibility     | Timescale |
|----------------------|--|--|---|--------------------|-----------|
| Access to curriculum | Improve staff knowledge of disability issues | <ul style="list-style-type: none"> <li>• Audit staff training needs</li> </ul>                         | Training needs and suitable training is identified. | SENCo              | Ongoing   |
|                      |  | <ul style="list-style-type: none"> <li>• Ensure staff are fully briefed and up to date with</li> </ul> | Raised confidence and ability of staff              | SENCo, Deputy Head | Ongoing   |

|  |  |  |  |                                 |         |
|--|--|--|--|---------------------------------|---------|
|  |  | disability equality and that this is incorporated into Single Equality Scheme induction training of new staff  | to provide for all learners                          |                                 |         |
|  | Improve access to ICT for children with disabilities         | <ul style="list-style-type: none"> <li>Monitor suitability of current input devices – e.g. mice, keyboards and purchase more suitable ones if required.</li> </ul> | Children with disabilities can access ICT equipment. | Class Teachers, ICT Coordinator | Ongoing |
|  | Improve provision for children with Dyslexia and Dyscalculia | <ul style="list-style-type: none"> <li>Training for learning support assistants on specific interventions to accelerate progress for pupils</li> </ul>             | Progress accelerated for individual pupils           | SENCo                           | Ongoing |

|                                  | Targets                                 | Strategies   | Outcome  | Responsibility        | Timescale |
|----------------------------------|---|--|--|-----------------------|-----------|
| Collecting view to inform scheme | Scheme is informed by stakeholder views | <ul style="list-style-type: none"> <li>Collect views of pupils through pupil interviews</li> <li>Send questionnaires to parents</li> <li>Discussion with parents and pupils at Parent's Evenings, IEP reviews</li> <li>Consideration of collected stakeholders' views</li> </ul> | Stakeholder views inform and improve the scheme. | SENCo, Class Teachers | Ongoing   |

|                          | Targets   | Strategies   | Outcome   | Responsibility | Timescale                  |
|--------------------------|---|--|---|----------------|----------------------------|
| Premises and Environment | Improve communication with people using hearing aids. | <ul style="list-style-type: none"> <li>Install portable induction loop in reception area which can be moved into other areas as necessary.</li> </ul>  | People using hearing aids can hear more easily.             | Site Manager   | As funds become available. |
|                          | Improve delineation of pedestrian / parking areas.    | <ul style="list-style-type: none"> <li>Maintain paint markings on road to delineate "No Parking" Contact County team and "Safer routes to school"</li> </ul>                                   | Safer access to school.                                     | Site Manager   | Revisit in 2022/23         |
|                          | Improve access to main building entrance              | <ul style="list-style-type: none"> <li>Provide automatic opening door</li> </ul>   | Easier access to main building                              | Site Manager   | As funds become available. |
|                          | Improve accessibility of accessible toilet            | <ul style="list-style-type: none"> <li>Position grab rail and door handle at 1000mm from floor level.</li> </ul>   | Easier access to accessible toilet                          | Site Manager   | As funds become available. |
|                          | Improve safety for disabled pupils                    | <ul style="list-style-type: none"> <li>Update and maintain personal Emergency Evacuation Plan for identified pupils</li> </ul>   | Safer exit in an emergency                                  | SENCo          | ongoing                    |
|                          | Improve colour contrast                               | <ul style="list-style-type: none"> <li>Future redecoration plans incorporate good colour contrast between features such as handrails, door handles, corridor edges and backgrounds.</li> </ul> | Features more easily seen for those with visual disability. | Site Manager   | Ongoing                    |

## Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy 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.

The definition can include a wide range of impairments such as:

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean 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. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability can be collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence.

Disability information can be grouped according to type:

| Type of Disability  | Including:   | Comments   |
|---|--|--|
| Physical impairment   | Mobility difficulties, limb malformation, missing limb   |  |
| Sensory impairment  | Sight and hearing impairment   | Sight problems corrected with glasses or lenses do not qualify |
| Learning Difficulty, including Specific Learning Difficulty | Dyslexia, dyscalculia and dyspraxia  |  |
| Medical condition   | Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment                |  |
| Social, emotional and behavioural difficulties              | Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder |  |
| Speech and language   | Development delay or physical difficulties leading to additional Speech and Language needs                         |  |