Disability Equality Scheme and Access Plan 2018-2020

Introduction/ Principles:

Southwold Primary School and Early Years' Centre is committed to ensuring equal treatment of all its children, employees and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practices and service delivery.

We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. The achievement of children with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school. 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 provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

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.

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 or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows: 'People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities'.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

Key objectives/duties:

We will actively seek to:

- Promote equality of opportunity between people with disabilities and other persons. Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of people with disabilities that is related to their disabilities
- Promote positive attitudes towards people with disabilities
- Encourage participation by people with disabilities in public life. It is also important to respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in
- Take steps to take account of the different disabilities that people have

This is also known as the Disability Equality Duty (DED) and applies to all children with disabilities, staff and those using services provided by Southwold Primary School

In addition to the above general duty to promote Disability Equality, Southwold Primary School has specific duties placed on it to:

- Appraise and update the Disability Equality Scheme every two years
- Report on progress annually
- Publish an Accessibility Plan

Linked Policies:

This Plan will contribute to the review and revision of related school policies where and when necessary, e.g.

- School Development Plan
- SEND policy
- Supporting Pupils with Medical Needs policy
- Equal Opportunities policy
- Curriculum policies

Date of Plan: March 2018

Accessibility Planning 2018-2020:
Increased pupil participation in the school curriculum

Provision and strategies already in place:
- ✓ The school promotes positive attitudes towards people with disabilities by ensuring displays and resources reflect diversity; the curriculum positively promoting difference; teachers taking into account provision maps when planning lessons; use of outside agencies to support staff training; using newsletters and web pages to promote policies.
- ✓ School clubs, sporting, cultural activities and school visits are accessible to all pupil including pupils with identified barriers to learning and participation and to pupils with Special Educational Needs or Disabilities (SEND). Actions include: risk assessment, provision of additional support and/or resources
- ✓ Consideration of how classroom/ group organisation has been targeted to ensure that all pupils achieve increased levels of school success
- ✓ Teachers are provided with information specific to individual children
- ✓ Teachers adapting, where possible, resources and techniques to suit a wide range of learners: Classroom support arrangements are identified and implemented to ensure learning opportunities are enhanced, including deployment of teaching assistants, provision of ICT support, use of visual resources. All children have equal access to resources.
- ✓ Decisions around the implementation of specific strategies have enhanced attendance and participation, such as flexible or shared timetabling, nurture groups, access to therapy or other support groups and first day absence response
- ✓ Increased curriculum choice and flexibility
- ✓ Class teachers discussing issues regularly with children (via PHSE projects, Mentoring sessions, etc)
- ✓ Children with disabilities are represented and encouraged to participate in: performances, sports activities, school innovation teams, school clubs, etc
- ✓ Clear policy on discipline and anti-bullying
- ✓ Application of the SEND Code of Practice to improve pupil attainment and communication regarding specific pupil needs
- ✓ Provision maps for pupils with SEND are regularly reviewed and discussed at parents' meetings
- ✓ The school has strong relationships and communicates well with external agencies to support and enhance pupils' access to the curriculum, for example, Local Authority support services, social services, health professionals and the wider community
- ✓ Staff training needs are identified and supported in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils
- ✓ The school SENCO attends LA SENCO Networks and Family SENCO groups to keep abreast of new ideas/sharing of good practice
- ✓ EYFS descriptors are in use for pupils experiencing barriers to learning and participation across KS1 and KS2, as well as 'Working Below' judgements
- ✓ Individual tracking of progress and attainment is place for all pupils, including those supported at SEND provision
- ✓ The school makes use of signs and symbols in a variety of ways including visual timetables, curriculum resourcing and signing for singing in assemblies
- ✓ The school has symbols in active use across the school for pupils with SEND
- ✓ Following SATs guidelines to ensure that children with disabilities have the same opportunities as their peers, e.g. pupils are supported as needed by extra time, reader support and/or amanuensis to allow access to tests and assessments
- ✓ The school has a School Parliament which is elected each year from Year R to Year 6 classes to ensure pupils have a voice in decisions that affect them, as well as numerous other Pupil Voice groups that help drive improvement
- ✓ The school is part of the Central Learning Partnership of Nottingham City schools and is committed to inclusive collaborative inter school projects

- ✓ The school is also part of the Nottingham Schools' Trust and Transform School Alliance, which ensures there is high quality and focused partnership work to support school improvement, leadership, peer review and staff continued professional development
- ✓ The school takes action to ensure that disabled members of the community are seen in a positive light through providing positive role models of adults with disabilities to encourage success and achievement

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	To enable pupil voice for pupils with SEND	• Develop a pupil profile or 'passport' for children with SEND to be shared with teachers (including supply teachers) to show what individual children like/dislike, their strengths/difficulties, attendance/punctuality etc to help build relationships and prepare staff • Where appropriate, introduce pupil voice at review / CAF meetings	• Child friendly pupil voice sheets enables further understanding of the pupil and their needs to feed into pupil profiles	Embedded by July 2018	
Short term	To use Dyslexia Screening as an ongoing procedure to identify strategies for pupils with diagnosed or suspected dyslexia	• High quality training for key staff • Screening test targets potential dyslexic pupils • Outcomes shared with staff • Action plans and class planning is adapted appropriately	• Pupils with dyslexia are identified and specific and appropriate strategies are put in place to ensure they are able to access the curriculum and make good progress in their learning	Embedded by July 2018	
Short Term	To embed profiling for Autism across school	• Autism Education Trust (AET) training for key staff • Adopt Autism Education Trust (AET) framework for identifying appropriate strategies for pupils with autism • Dissemination to whole staff re understanding and responding to the needs of individuals with an ASD • Teachers and support staff to build support programmes for the pupils they work with who are on the autism spectrum	• Staff are using the AET framework to identify key strategies for individual pupils and their specific needs • Pupils with an autism diagnosis have specific and appropriate strategies in place to ensure they are able to access the curriculum and make good progress in their learning	Embedded by July 2018	
Medium term	To embed Learning Behaviours across whole school through the Southwold Learning Culture	• Learning Culture to be established with pupils being encouraged to articulate what and why they are learning and how they are making progress (getting pupils into the heart of their own learning) • Learning Culture questions on display in each class • Learning behaviours are introduced in line with six core values across whole school • Learning Detectives complete lesson observations to record evidence of learning behaviours • Outcomes are shared with whole school and next steps set for follow up observations	• Embedded policy for behaviour for learning and positive attitudes across school • Behaviour for learning is outstanding across school	Fully embedded with evidence of impact by end Summer Term 2019	
Long term	To use British Sign Language as a communication tool across whole school	• Whole staff training • Build up of sign language used within day to day practice, including assemblies and transitions • Shared good practice and review	• British Sign Language and symbols to be in active use across school	Embedded by end Summer Term 2020	

Accessibility Planning 2018-20:   Improving the physical environment

Provision and strategies already in place:

✓ All play areas are ramped and accessible by wheelchair/pushchair/walking frame users
✓ There is a designated disabled parking space with room for a tail-lift vehicle
✓ All teaching areas are ramped and accessible by wheelchair/pushchair/walking frames
✓ Every classroom is carpeted and fitted with blinds following the guidance from LEA Sensory Support Team
✓ There are no steps in the internal buildings
✓ Capital funding acquisition for major access works funded by the School Access Initiative through the City Council, and details on school funds delegated to support targets, such as the provision of furniture, suitable floor coverings, etc
✓ School internal fire doors have been replaced to ensure doors are wider and accessible to wheel chairs
✓ There is symbolled signage around the school
✓ Systems are in place to plan for the maximum access on educational visits
✓ School have adapted toilet facilities available
✓ There is an identified room/area where therapists can work with pupils
✓ There is provision for disabled parking
✓ There has been improvement to the acoustic environment in the Early Years' Centre through curtained areas to reduce the impact of noise on focused sessions
✓ There is increased access to and maintenance of ICT apparatus, such as computer hardware/software

The school already support pupils with significant barriers to learning and participation with difficulties in the areas of moderate, specific and severe learning, communication and interaction, social and emotional, physical, vision, hearing and behaviour.

Systems are in place for users to make suggestions about how to further improve access into and around the school.

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Fire emergency exit lighting is installed	▪ Deploy company to install emergency lighting	▪ School meets Health and Safety standards ▪ Increased safety during a power cut and evening events	Spring 2018	
Medium term	To provide and resource quiet areas for playtimes and lunchtimes	▪ Consult with pupils about what they would like in the outdoor quiet zones ▪ Budget for specific resources in response to pupil voice	▪ All pupils feel safe in the outdoor environment and resources meet needs of all types of learners	Summer – Autumn 2018	
Medium term	The provision of a Wellbeing Room for pupils	▪ Identify a room for adaptation ▪ Fully resource the room ▪ Pupil mentors timetable sessions for more vulnerable pupils ▪ Volunteer counsellor secured to work alongside pupil mentors	▪ A child-friendly, welcoming wellbeing environment is established ▪ Pupils feel they have somewhere to go/ someone to talk to about any concerns or issues they might have ▪ Children with specific needs might have an alternative method of therapy ▪ Any concerns about pupils are passed to the Safeguarding Team to tighten communication and policy further	Autumn 2018 - Spring 2019	
Long Term	To create a school library and external library	▪ Audit of school environment ▪ Audit of resources ▪ Budget for new furniture, including outdoor library shed	▪ All pupils have access to a wide range of books, including books for research ▪ Books are accessible to pupils both indoors and outdoors	By Summer 2019	

Accessibility Planning 2018-20: Improving the delivery of information

Provision and strategies already in place:
- ✓ All information to parents/carers is jargon free and non-threatening
- ✓ Newsletters home are frequent and provide relevant information to parents
- ✓ Some information is accessible for those who have English as an additional language so most parents understand specific information given out by school
- ✓ The school website is regularly updated with clear and accessible information for parents
- ✓ A parent notice board at the entrance to the school playground is up to date with relevant information
- ✓ Marvellous Me app is used by class teachers to communicate regularly and positively with parents of individuals, groups and whole class
- ✓ There is good liaison between school and parents to improve transition between phases and schools
- ✓ There is clear communication to parents about free school meals and pupil premium funding
- ✓ The school has access to a range of interpreters as required and also uses 'Google Translate' where relevant during discussions with parents
- ✓ There is a British Sign Language sign user in school
- ✓ Signing is used in assembly times
- ✓ All pupils are taught some basic signing skills
- ✓ Pupil profiling and provision maps for pupils with SEND, regularly reviewed and discussed at parents' meetings, including children and review meetings where pertinent

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term/ Medium Term	School website is fully populated and widely promoted for the purposes of sharing information with parents and external audiences	• Liaise with website provider for compliancy • School governor to complete audit • Promotion of website during assemblies and parents' meetings	• The majority of parents are able to access necessary information via the school website • Website provides full coverage of information and information about the school	Website populated by end Summer 2018 Widely promoted by end Autumn Term 2018	
Medium term	Parents are sent school newsletters via email	• Data collection exercise for parent email addresses • Set up group emails within Microsoft Outlook	• Rise in parents reading newsletter information • Questionnaires reflect high parental satisfaction with information being sent by email rather than paper	Autumn 2018 – Summer 2019	
Long term	Introduction of translated letters/ key information for parents	• Canvas for volunteer translators via parents and community (to prioritise main languages spoken in school initially) • Bank of translators set up to be used on a rota basis • Re-visit Google Translate as a means of translating documents	• Increased access to information by families with English as an Additional Language	Autumn 2019 - Summer 2020	