

St Mary Magdalene C of E Primary School
Disability Equality Scheme and Accessibility Plan 2008 – 2011

Introduction:

This scheme and the accompanying action plans set out how to promote equality of opportunity for disabled people.

Duties under part 5 of the DDA require the governing body to;

- Promote quality of opportunity for disabled people: pupils, parents, carers, staff and other people who use the school or may wish to; and
- Prepare and publish a disability equality scheme to show how they will meet these duties.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the governing body has had three key duties towards disabled pupils, under part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

This scheme also sets out the proposals of the governing body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.1 : The purpose and direction of the school's scheme: vision and values

Through partnerships with local communities, St Mary Magdalene C of E Primary School will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners.

We will ensure that all our learners, including those with a disability, aspire to the highest of standards, are economically aware, and make a positive contribution to the wider world.

We will strive to give equal opportunities to all pupils, staff, parents/carers and members of the community to achieve and participate in all aspects of school life including welcoming applications from people with disabilities to join our staff and governors.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender or culture and make reasonable adjustments to the curriculum where required to cater or the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Strive to achieve high standards in all areas of the curriculum.
- Nurture an awareness of the need for a healthy lifestyle.
- Provide a safe and secure learning environment for all pupils.

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- Provide opportunities for everyone to make a positive contribution to the community and wider world.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem and feel equally valued.
- Ensure that pupils understand social responsibilities within the wider community know their boundaries and are mutually respectful.
- Celebrate achievement as well as attainment of all pupils and adults in our community including publicising achievements.
- Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- Make our extended day activities, trips and residential accessible for all pupils and, where this is not possible, to discuss alternative arrangements with pupils, staff and parents.
- Ensure our anti-bullying policy is extended to all adults and pupils and that action is taken against people making racist, sexist, disablist and homophobic comments without infringing the right for freedom of expression.
- Ensure there is a full understanding by all stakeholders of what constitutes racial, disablist, gender and religious discrimination and that discrimination is eliminated from policies and practices.
- Provide positive role models of disabled people and, where appropriate, invite disabled people to share in opportunities.
- Promote positive views of disabled people e.g. in assemblies, play and curriculum resources.
- Ensure all disabled pupils, staff, parents/carers and members of the community feel welcome in the school.
- Monitor the presence and participation of disabled pupils, staff, parents/carers and members of the community in school life.
- Provide physical and emotional support for people with disabilities and raise awareness of their physical and emotional needs through discussion, circle time etc.
- To ensure all staff are aware of the nature of disabilities within the school community and of resulting needs including receiving training where appropriate in order that provision/adjustments can be made and support given where required.

The school has set the following priorities for the development of the vision and values that inform the plan:

- To provide appropriate induction for all new staff and governors.
- Ensure that all staff have had appropriate disability awareness training.
- To review curriculum resources and curriculum opportunities including assemblies and ensure they reflect positive images of people with disabilities.
- To work with parents and health professionals to increase access to extended school activities and residential for pupils with disabilities.

1.2 : Involvement of disabled pupils, parents/carers, staff and other users of the school

SCHOOL CHARACTERISTICS

CATEGORY	CHARACTERISTICS
FSM	23%
SEN	Total on register = 41 Pupils with statement = 1 S.A+ pupils = 14 (6 funded/8 unfunded) S.A pupils = 26
EAL	12.4%
ATTENDANCE (2006 – 2007)	94.4% Authorised Absence – 5.4% Unauthorised Absence – 0.2%
ETHNICITY	White British – 56.3% Any other ethnicity – 15.1% Indian – 11.6% Black Caribbean – 11.6% Mixed White/Black Caribbean – 4.5% Pakistani – 0.5%
DISABILITY	None on roll

The number of pupils known to be eligible for Free School Meals (FSM) is below national average.

Attendance of our pupils is carefully monitored. Authorised absences are in line with national expectations. Parents are kept fully informed and contacted if there is an issue regarding attendance. The EWO service is used to support attendance.

Pupil Mobility varies with each year group. There is a correlation between mobility and attainment.

The School Deprivation Indicator higher than the national average. The school population is a mix of those who own their own homes and those in rented property.

The school has excellent relationships with social services and robust child protection procedures.

There have been 5 pupil exclusions in the last three academic years. These have been linked to behaviour which contravenes the school's behaviour policy. Exclusion is always a last resort and the school endeavours to work with the pupil, parents and external professionals in the first instance.

Disabled Pupil Presence, Participation and Achievement:

- Levels of absence in the school's disabled population are similar to that of their non-disabled peers.
- All disabled pupils are included in all areas of the curriculum. Arrangements have been made to enable pupils with disabilities to participate in extended schools opportunities and residential. The success of this will be monitored.
- Academically, the pupils with ASD are included in the curriculum with tasks adapted to their ability which varies from child to child. However, socialization with their peers remains an issue for further development.

1.3 : Information Gathering

St Mary Magdalene C of E Primary School currently consults with:

- All parents whose children receive additional support for SEN.
- With pupils through the parent consultation meeting, IEP meetings, consultation meetings and the school council and pupil/parental surveys at least annually.
- Parents and carers who have or who are believed to have a disability.
- With all parents, staff and governors through annual surveys.
- The local authority including support services, SIA, SEN and Inclusion Adviser.

A consultation on disability was undertaken in June 2007 with parents to compose the accessibility plan. The findings of this survey were that respondents felt that the school was addressing issues of accessibility.

Issues raised were:

- The importance of transferring information so all who work with a child are aware of their needs or the needs of the parents and how they can be met.
- The need to find what is considered as discrimination in action and speech.
- The need to promote positive images of people with disabilities through resources, assemblies, teaching and circle time etc.
- The need to support those with disabilities including increasing the understanding of others so self-esteem is high.

Other factors of relevance are:

- The school has a number of staff with ongoing medical conditions represented at different levels within the school.
- All parents are able to attend parents' evening. Parents are encouraged to specify if any special arrangements are required and these requests are accommodated. The majority of requests relate to a rescheduling of meeting times.

The school has set the following priorities in respect of consultation on the plan:

- Consultation with pupils and parents will be focused through termly review meetings (IEPs and statements).
- The views and advice of specialist professionals will be taken into consideration and acted on e.g. diabetic nurse, occupational therapist.
- Continuing consideration of how to make the consultation accessible to all participants.

1.4 : Impact Assessment

This scheme will be reviewed annually. The review will be led by the inclusion manager who will also consult parents/carers who have indicated through prior consultations that they wish to be part of this process as well as other parents/pupils through the IEP review process.

Staff, governors and members of the wider school community will also be invited to participate in the review.

The review will monitor progress against planned action and the impact of the scheme and plan including any new priorities for inclusion in the scheme and action plan.

Following the review, the scheme will be updated if required and any action included in the school improvement plan with resources allocated to enable the implementation of any action identified.

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2 : The main priorities in the school's plan

- Promoting equality of opportunity.
- Eliminating discrimination.
- Eliminating bullying/harassment.
- Promoting positive attitudes to and increased understanding of disability.
- Encouraging participation in work and social life.
- Steps to meet needs including more favourable treatment.

2a : Increasing the extent to which disabled pupils can participate in the school curriculum

As stated in section 1.1, our vision is of a fully inclusive school with equal opportunities for all underpinned by the principles of the National Curriculum Inclusion Statement. Curriculum area plans and schemes of work will need to be scrutinized to ensure that suggested activities are accessible to all pupils and that reasonable adjustments have been made. Curriculum in this context goes beyond the 'taught' curriculum and is taken to encompass all activities undertaken during an extended school day.

High quality teaching and learning for all is a priority in the school improvement plan. Raising the quality of teaching for disabled pupils will be a significant step towards achieving this aim. The inclusion manager and other senior leaders in the school include improving outcomes for pupils with SEN and disability as part of their monitoring role. The Inclusion Manager in this school is given release time to undertake this important role.

Data collection and consultation will raise issues of progress and participation which will need to be addressed over the lifetime of this plan (see priorities below).

The school has set the following overall priorities for increasing curriculum access:

- Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels using intervention strategies.
- Working with local authority advisers to ensure that maximum use is being made of ICT to maximise progress and opportunity for all.
- Working with LA advisers and local special schools to remove specific barriers for disabled pupils in relation to PE and outdoor activities should there be any disabled pupils.
- A rolling programme of curriculum area reviews will be undertaken to ensure that concerns relating to disability have been addressed.
- To work with the Extended Schools Team and local special schools and focused provision to increase the opportunities for social interaction.

2b : Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for any disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school and preparation for the future.

Our governing body health and safety committee have identified the following areas for improvement:

- Access to the main entrance of the building.
- Access into Reception class.
- Assistance for disabled people re: steps in school.

The school has set the following priorities for physical improvements to increase access:

- As above from physical audit.

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2c : Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

As part of our curriculum review detailed above the school will look at all information provided in writing to pupils. This includes:

- Home learning.
- Timetables.
- Worksheets.
- Teacher feedback and marking of work.
- Notices.
- Tests.
- Whiteboards.

The school has set the following priorities for providing information for disabled pupils:

- Training from support services on the availability and use of different formats (e.g. audio taping, symbols, large print, use of colour, Braille, BSL, use of makaton, widget) (as and when appropriate).
- Exploring ICT solutions to information access with appropriate support services.

3 : Making it happen

3.1 : Implementation

Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class and subject teachers, dinner staff, the inclusion manager, the premises manager, curriculum team leaders, administrative staff and governors themselves.

DDA training will be undertaken by all teaching staff as and when identified. As identified earlier in the plan, ancillary staff, governors and NQTs/new staff joining the school will need this training. The head teacher and site manager will take responsibility for this assisted by the inclusion manager. The governing body will ensure that appropriate resources are made available for within the schools own budget and from other funding streams such as Schools Access Initiative. The SEN governor should take responsibility for monitoring the implementation of the plan and governors will report annually to parents on the progress towards meeting priorities in the plan.

The head teacher will take responsibility for ensuring that this plan is co-ordinated with other plans and policies across the school (SEN, Curriculum, Equal Opportunities and Professional Development).

Evaluation

The impact of the plan will be evaluated annually and will be judged against the following outcomes:

- Increased confidence of staff in differentiating the curriculum for disabled pupils.
- Greater pupil and parental satisfaction with the arrangements made.
- Improved outcomes for disabled pupils.
- Improvements in the physical environment of the school.
- Protocols for multi-agency working to support children with medical needs.
- Teachers sharing good practice within the school, the school sharing good practice with others.
- Any disabled pupils being more involved in whole life of the school.
- Increased inclusion e.g. extended schools, residential.

The school has set the following priorities for the management, co-ordination and implementation of the accessibility plan:

- Identify available funding streams to increase access.
- Training for all staff.
- Co-ordinate plan with other school plans and policies including curriculum and assemble plans.
- Implement effective monitoring and evaluation of the plan.
- Purchase of resources promoting positive images of people with disabilities.

3.2 : Publication

It is intended to make the school's plan a model of accessibility. We have tried to keep jargon and acronyms to a minimum and have included a glossary of commonly used terms and abbreviations. The plan will be made available in the following ways:

- Directly to parents
- Parent notice board in the school
- School's website
- On request in a variety of formats e.g.
 - On different coloured paper or in different coloured font.
 - Audio
 - Extra large print
 - Braille

The school has set the following priorities for making its plan available:

- Liaison with local support services and voluntary agencies for advice on the production of the plan in different formats.

3.3 : Further information

- Information on arrangements for the admission of pupils with disabilities can be found in the Admission Policy.
- St Mary Magdalene School operates an Equal Opportunities Policy which is fully inclusive – no child is disadvantaged because of race, gender or disability.

3.4 : Reviewing and revising the scheme

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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Access to the physical environment – including physical aids to access information

	Targets	Strategies	Outcomes	Timescale	Success Criteria
Short Term	Improvement of physical environment for FS	Creative use of outdoor space Climbing space	Positive learning experiences	2008	Improved physical development
	Ramp onto the playground from street	Concrete permanent ramp	Better access on / off main playground	2008	Free Access on and off school site
	Ramp into main entrance	Concrete permanent ramp	Better access for all into school building	2008	Free access in and out of building
	Improve signage to school reception area	Larger, clearer signage	Visitors can find their way more easily	Autumn 2008	New signs in place – clearly visible
	To have provision for children who have soiled themselves	To install a shower in Nursery	Provision for all children who have soiled themselves during the school day to be cleaned up in school.	2008/2009	Shower installed in Nursery

	Targets	Strategies	Outcomes	Timescale	Success Criteria
Medium Term	Highlight all edges of steps and stairs	Steps need bright edging strip	Allow partially sighted people freedom of movement	2009	Easier to see/;less risk of slip/trip/fall
	To repaint learning areas	To use colour to enhance learning environment	Choice of colour to satisfy needs of learning	On going rolling programme from 2007 onwards	Ethos of school lifted
	General training in Health and Safety for staff and governors. (Child protection, fire risk etc.)	Training for nominated governors and dedicated staff members	Produce well informed Governors aware of statutory duties	2008/2009 and ongoing	Governors and staff trained and informed
	Provide disabled persons parking	Identify funding to provide parking	Provision provided	2009	Disabled parking in place

	Targets	Strategies	Outcomes	Timescale	Success Criteria
Long Term	Training – physical handling of pupils	Outside agency to deliver training (EBD team). Policy updated and shared	Allowing teachers to diffuse situations quickly and safely	Autumn 2010	Safety for staff and children
	All signs in corridors to be multi lingual and in braille etc. as appropriate for the intake of the school.	To offer free access to all children and adults	Provision for all if needed	2010-2011	School could be used by public. Extended school day. Signs in place as appropriate.
	Audio equipment in all classrooms if appropriate for intake of the school	Teachers trained in use of equipment. Clear teaching of targets	Pupils use equipment if required. Clear instructions given	2011	Access by all

Access to the curriculum including technology and learning and wider learning of the school

	Targets	Strategies	Outcomes	Timescale	Success Criteria
Short Term	Raise awareness of staff to learning barriers	Staff training. List all barriers to learning in school. Assessment strategies set in school.	IEP's written for those who need them. Differentiated planning. Targeted support for children. 1:1 support employed where appropriate.	Autumn 2008 onwards	Raised levels of achievement. Increased inclusion.
	Purchase ICT hardware/software which are specialized for children with specific needs.	Independent learning through ICT	Children in control of their own learning. Raising in self esteem. Assessments of individual children.	2008 onwards	Learning opportunities maximised.

	Targets	Strategies	Outcomes	Timescale	Success Criteria
Medium Term	Training for whole school staff.	In house and outside agency training. Use of equipment to extend learning into the whole curriculum including dinnertime experience to ensure ECM is in place.	Enhanced awareness of pupil needs	2009 and continued	Happier play times / dinner times. ECM agenda fully in place.

	Targets	Strategies	Outcomes	Timescale	Success Criteria
Long Term	New build / extension / reorganisation to enable Yr 1 staff to fully deliver the FS / KS1 curriculum	Formula Capital money allocated to project Reorganisation of current classroom arrangements	New classroom to provide better quality accommodation for Y1 and Y2 children	2010	New classroom Transitions improved

Providing information to all stakeholders

	Targets	Strategies	Outcomes	Timescale	Success Criteria
Short Term	Information written in different languages if required. Large text etc.	Staff to be made aware of the needs of the stakeholders.	Disseminate the information to staff	2008/2009	Greater access to information for all stakeholders.

	Targets	Strategies	Outcomes	Timescale	Success Criteria
Medium Term	Prepare a database of how parents prefer to receive information (e.g. Braille, website, email, letter)	Build up through parents meetings and letters home	Parents to receive information in the required format	2009	Good communication
	To ensure that information is effectively transferred between stakeholders about disabilities and adaptations/needs	To develop transfer forms to ensure information is passed on from home to school and class to class.	Needs of pupil/parents/carer/staff met and appropriate adaptations made.	2009	Improved inclusion

	Targets	Strategies	Outcomes	Timescale	Success Criteria
Long term	Hearing enhancement system	Identify funding	System in place	2010/2011	Access for hearing impaired

Promoting equality of opportunity for all stakeholders

	Targets	Strategies	Outcomes	Timescale	Success Criteria
Short Term	To provide access to extended schools opportunities and residential for pupils with disabilities	Negotiate with parents, pupils, staff and providers to find positive solutions to enable pupils to participate.	Pupils able to participate	2008 and ongoing	Pupils able to participate

Promoting positive attitudes to and increased understanding of disability

	Targets	Strategies	Outcomes	Timescale	Success Criteria
Short Term	To include positive images of disability in assemblies and in the curriculum	<p>Identify resources and contexts for this.</p> <p>Encourage staff to identify curriculum opportunities and opportunities during PSHME.</p> <p>Purchase resources e.g. play items and books</p>	Positive attitudes to and increased understanding of disability promoted	2008/2009	<p>Discrimination / bullying non existent</p> <p>Pupils with a disability have raised self esteem.</p> <p>Staff and pupils have increased understanding of issues surrounding disability.</p>
	Staff receive training on disabilities	<p>Outside providers booked/articles circulated and discussed, staff share knowledge, experiences and strategies.</p> <p>Opportunities for observation in own and other settings.</p>	Staff aware of and implementing strategies to meet need	2008/2009	Improved provision and outcomes for all pupils.