

DISABILITY EQUALITY SCHEME (and Access plan)

Date: October 2019

Ralph Butterfield School

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), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan. The plan also takes account of the **Children and Families Act (2014) and the Equality Act (2010)**
- It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils,” issued by the DfES in July 2002.
- We are keen to address our legal responsibilities under the Disability Equality Duty and wish to ensure that there is equality of opportunity between disabled and non-disabled people. We strive to create a culture of inclusion and diversity, in which people feel free to disclose their disability and know that having done so, they will be able to participate fully in the life of the school. Our Admissions and Recruitment Policies take account of our duties towards disabled pupils and staff.

Definition of Disability

1. **Disability is defined as follows by the Disability Discrimination Act 1995 (DDA):**
“A person has a disability if he or she has 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.”
2. The DDA 1995 says that this is the case only if it affects one or more of the following:
 - Mobility
 - Manual dexterity
 - Physical co-ordination
 - Continence
 - Ability to lift, carry or otherwise move everyday objects
 - Speech
 - Hearing
 - Eyesight
 - Memory or ability to concentrate, learn or understand
 - Perception of the risk of physical danger
3. The DDA 2005 extended the definition of disability to include people with:
 - HIV
 - Multiple Sclerosis
 - Cancer (as long as they can demonstrate a “long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”).
4. The school chooses to take the Disability Equality in Education (DEE) recommendation that all pupils with SEND and those with long-term medical needs should also be treated as disabled for the purposes of the Act and for equality.
5. Some children defined as disabled, who for instance have arthritis, may not be defined as having SEND. Some children defined as having SEND, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Aims:

- To promote equality of opportunity between disabled and non-disabled people
- To eliminate discrimination that is unlawful under the terms of the DDA
- To eliminate harassment of disabled persons that is related to their impairments
- To promote positive attitudes towards disabled people
- To encourage participation by disabled people in public life

- To take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people

Duties:

This scheme sets out the steps which the Governing Body will take that will result in improved outcomes for disabled pupils, parents and staff in all aspects of school life. The Governing Body's responsibilities, together with this scheme, are monitored by the Governors' Premises and Curriculum & Standards Committees. The school uses the "social model" of disability as the basis for its work to improve equality and tackle discrimination against disabled people. This model states that it is "society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled" and that it is necessary for each organisation to remove those barriers, or to ensure that they are never put in place.

The Governing Body understands that its duties require:

- Inclusive teaching styles and strategies
- The creation of an inclusive and non-discriminatory school ethos
- The monitoring of achievement of disabled pupils
- The school to make reasonable adjustments to ensure the school environment is as accessible as possible (see current DES Action Plan and Access Plan)
- Zero tolerance regarding harassment of disabled people regarding their impairment

Planning Duty

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in its 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/ Access Plan
- Ralph Butterfield School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

- 1. Increasing the extent to which disabled pupils can participate in the school's curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- 2. Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
- 3. Improving the delivery of written information to disabled pupils.** This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

Audit of existing provision

Curriculum

- Appropriate training is provided to staff to enable pupils' full access to the curriculum.
- A range of intervention programmes are available to support children with learning difficulties and disabilities, including Social Communication groups and speech and language programmes.
- All pupils are encouraged to take part in music, drama and a range of physical activities.
- All school visits and clubs are available to all pupils, including Residential visits.
- Staff develop strategies to remove barriers to learning and participation for pupils with medical needs, or where there are health and safety issues.
- A range of class groupings are used (e.g. smaller class sizes, mixed ability or banded groupings) to promote pupil inclusion throughout all Key Stages.

- Consideration is given to which classes children with disabilities may be placed in, outside of the normal criteria to place children according to their age. Exceptions are made where both Parents and staff feel it is in the best interests of the child
- We have accessed expert advice and actioned it to assist EAL, hearing impaired, visually impaired pupils and those pupils with mobility or medical needs arriving at school to access the curriculum
- There is a full and varied programme to support transition. Both internal and external services operate from within school to support pupils and enable inclusion, e.g. Educational Psychologists, Attendance officer, Review meetings involving Parents/Carers, SENDCO, Headteacher and SENDCO/Head of Year from Secondary School.

Physical Environment

- There have been some improvements made to the physical environment of the school to improve access in several areas, particularly the front entrance.
- There is an accessible toilet with shower.
- A Disabled parking space has been allocated and marked in the Staff & Visitors car park.
- An accessible toilet is available for use in the main Boys' toilets.
- There is now external access for wheelchairs from the field to the school building and from the playground to the classroom, following the installation of two ramps (one transferable).
- We are in the process of developing the emergency evacuation system to have both visual and auditory components.
- A very substantial sum from the school's budget was used to refit the main entrance hall in 2010/11. The Reception counter is easily accessible. Door opening pads are now at correct height for all users and the door width and distance between outer and inner sets of doors is at the correct measurement.
- The front entrance re build has addressed the following which were issues for development under our previous Disability Access Plan
 - 1) Sufficient space for wheelchair to enter, including level landing in front of entrance
 - 2) Doors can be opened manually without exerting excessive pressure, or are powered
 - 3) Flat access across door threshold
 - 4) Doors easily visible to those with visual impairment

Written Information

- School is investigating the conversion of documents to alternative formats, drawing on advice from the Support Services.
- The school will, if needed, endeavour to make documents available in other languages and will send them for translation if needed. Further advice is sought from the LA when needed.
- The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.
- Staff have been trained in the use of signing (Makaton)
- Visual timetables are used throughout the school to include all children's needs

Policies

- We recognise that all our policies and procedures may have an impact on the participation and outcomes for disabled pupils, parents, staff and members of the local community. We are fully committed to ongoing review of the impact of our policies, as set out in our Disability Equality Scheme (DES) Action Plan.
- Compliance with the DDA is consistent with the school's aim and equal opportunities policy, and the operation of the school's SEN/Inclusion Policy
- The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils, staff and people with disabilities. Regular users of the building, such as those who lease rooms, will be asked for feedback on any barriers which have been experienced whilst using the building. We will be introducing a form for this purpose from Sept 16, where parents, pupils, staff and visitors can feedback either anonymously, or with names and contact details attached. Forms will be shared with the Governors' Premises or Curriculum and Standards Committee, to ensure that appropriate action can be taken.
3. A form will be regularly distributed from Sept 16 to every member of staff, asking staff to identify if they have any form of disability. Staff are invited either to return it anonymously, or to give their name if they would like to discuss any particular issue either with their Line Manager, or with the Governors' Premises Committee. The form seeks views on the accessibility of the building and any barriers which staff experience in the carrying out of their daily duties in school. If a member of staff with a disability declines to return the form, this response is respected. All staff views are then shared with the Governors' Premises Committee, to ensure that appropriate action can be taken. The Headteacher also liaises directly with any member of staff with a disability on a regular basis, to check that the situation has not changed.

The plan will be kept under review and revised as necessary. The Governors will achieve this through the Premises Committee and Curriculum and Standards committee and Policies working party.

- Pupil achievement and progress based on SEN, disability, AG&T, Looked After children, Ethnicity, Exclusions, Attendance and EAL.
 - Transition of SEN and disabled pupils as they arrive in school and as they move into each new key stage
 - Transition procedures as SEN and disabled pupils move onto secondary school
 - Social success for SEN and disabled pupils as they move through school
4. The Governors' Staffing & Finance Committee are fully committed to an inclusive and non-discriminatory recruitment process, working with appropriate support services as required, to aid with induction. Appropriate support and the implementation of reasonable adjustments are monitored on a long-term basis for each individual.

Date of Plan: *October 2019*

Date of Review: *October 2020*

Member(s) of staff responsible: *SLT and SENDCO*

Governor(s) responsible *SEND & Safeguarding governor*

Approved by the Governing Body: *October 2019*

ACCESSIBILITY / Access PLAN

Rationale:

The Governing Body has drawn up this plan in accordance with the planning duty in the DDA Act 1995, as amended by the SEN & Disability Act 2001. This plan records how the school is meeting its duty to increase over time the accessibility of the school for disabled pupils and other stakeholders.

Definition:

For the purposes of the DDA 1995, the term 'disability' is defined as:

"a person [who] has 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."

It is important to note that some children who are disabled (with arthritis for example) may not have SEN. Some children who have SEN (behavioural difficulties for example) may not be disabled, but for the purposes of the DDA and for reasons of equality, will be treated as such. (See also separate Disability Equality Scheme.) The Access Plan addresses the needs of children with Learning Difficulties (LD) and Disabilities (D). These two groups of children are referred to as LDD.

Aims:

The school recognises its obligations:

1. Not to discriminate against disabled pupils in its admissions and exclusions, the provision of education for its pupils and any associated services.
2. Not to treat disabled pupils less favourably.
3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
4. To draw up an Action Plan.
5. To demonstrate its commitment to inclusion by ensuring that its curriculum and facilities are inclusive.

Duties:

1. **Ensuring an accessible curriculum:** the school strives to increase the extent to which disabled pupils can participate in every aspect of its curriculum. This includes teaching and learning, enrichment activities, extra-curricular activities, leisure and cultural activities and school visits.
 - The school's commitment to an accessible curriculum is demonstrated by such things as differentiating planning and support to meet the needs of all pupils, Rights Respecting Schools charters and ethos, Quality Mark being awarded to the school for the fourth time in Jan 16.
 - A range of intervention programmes are available to support children with LDD including; Busy Finger Boxes (fine motor skills), provision of reading overlays, tinted paper books and printed worksheets for Dyslexia pupils), phonics interventions, Lego club (motor and social skills), Social Communication groups, Workstations, Visual cue cards, File-o-facts, Revision key-rings, visual timetables etc.
 - Consultation with parents and pupils is carried out through the review of SEND profiles, My Support Plans (MSP) and Education, Health and Care Plans (EHCP) during Parents' Evening appointments and other regular reviews
 - School clubs are available to all pupils.
 - School trips are discussed with pupils and parents on an individual basis where there are accessibility issues.
 - Access to special events e.g. tea party for hearing impaired children (cross city event), theatre visit for ADHD pupils to related production
 - Teachers having pastel background on IWB to support visual impairments and dyslexic children. Specific exercise books with tinted backgrounds, etc.

2. **Improving access to the physical environment of the school:** the school strives to improve physical accessibility throughout the premises. Many improvements have already been made, including:
- the installation of a new entrance to give flat access to all at the Main entrance
 - the installation of two disabled toilets
 - the installation of first aid room facilities
 - carpeting of classrooms to reduce echoing effect
 - the creation of a disabled parking bay for visitors to the school
 - the installation of a sound system in the hall
 - colour-contrasting detail, which is part of the school's décor
 - ramps to back field, UKS2 entrance and Kids club entrances
3. **Improving the delivery of written information to disabled pupils:** the school aims to make written information normally provided to its pupils available to every pupil in an appropriate format. Advice will be sought as needed from appropriate support services.

This policy supports our school aims of:

- Care for and about each other, showing respect and understanding towards everyone, recognising and respecting individuality and children's differing experiences (Articles: 1,2, 3, 7, 8, 12, 13, 14, 15, 16, 28, 29, 30, 31, 34)
- Enable everyone to realise their full potential, to encourage self-motivation and encourage children to be proud of their own achievements. (Articles: 1,2,3, 23, 28, 29)
- Encourage everyone to have high expectations of themselves and others (Articles: 1, 2, 3, 23, 28, 29)
- Enable children to become confident and independent learners (Articles: 1, 2, 3, 7,8, 12, 13, 28, 29)
- Create a safe and stimulating environment where we respect the property of others and ourselves (Articles: 1, 2, 3, 11, 19, 24, 28, 29, 31, 32, 33-37)
- Provide a rich, enjoyable, broad and balanced curriculum, enhanced by experiences and opportunities (Articles: 1,2, 3, 28, 29, 31, 42)

_____ (Chair of Governors)

Date: October 2019

Policy to be reviewed: October 2020

To be read in conjunction with:

- a) Equal Opportunities Policy
- b) SEND policy and offer.
- c) Anti-bullying policy
- d) Behaviour policy
- e) Admissions policy
- f) Curriculum policy
- g) Emergency plan
- h) Fire Evacuation plans
- i) Security plan
- j) Staff discipline conduct and grievance (procedures for addressing)
- k) Dignity at work policy

