

# **WEST PARK CE PRIMARY SCHOOL**



## **Disability equality scheme & Accessibility Plan**

Original Developed by:	P.Neale, Headteacher
Date:	September 2012
Reviewed:	November 2017
Approved by Governors:	November 2017
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Next review due:	Autumn 2021

## West Park CE Primary School

### Disability Equality Scheme

#### Introduction

West Park Primary School is a large school on the outskirts of Worthing in an area with a mix of privately owned housing and social housing. The school is unusual in that it has two Special Support Centres for 8 children with Physical Disabilities and for 14 children with 'Social Communication and Interaction Needs'. The school is committed to ensuring equal treatment to 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.

The school will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

Duties under part 5a of the Disability Discrimination Act (DDA) require the Governing body to

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

The DDA also requires the governing body to plan to increase access to education for disabled pupils in three ways.

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the environment of the school.
- Improve the delivery of information.

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

#### Definition of disability

A disabled person is someone who has a **physical or mental impairment** that has a substantial or **long term** adverse effect on his or her ability to carry out **normal day to day activities**.

- **A physical or mental impairment** includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.

- **Long Term** means an impairment that has lasted at least 12 months or is expected to last at least 12 months.
- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eye sight, memory or ability to concentrate, learn or understand, perception or the risk of physical danger.

## **The General Duty**

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons -This means not representing people in a demeaning way, and it also means not pretending they do not exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

## **How we will meet the General Duty & Specific Duty**

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

The main actions to be taken in the next three years to promote disability equality are described in the school's Accessibility Plan. This plan will run in conjunction with the School Improvement and Development Plan and will be subject to revision and amendment at the end of the three year period.

## **Involvement of Disabled pupils staff and parents**

In developing this scheme the school have consulted with the following:

Parents

Pupils/staff – children/staff with disabilities were invited to contribute their views as well as being part of a Working Party

Governors – input was sought at committee level as well as being part of a Working Party.

Community – Users/visitors of the school were invited to share their views.

The school appreciates that in endeavouring to gather full and accurate information to support the development and monitoring of this policy the following considerations will need to be taken into account.

- Reassuring pupils, staff and parents about confidentiality
- Ensuring that the ethos of the school is conducive to trust and openness
- Emphasising how information may lead to beneficial adjustment being made

### **Reasonable Adjustments**

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan, however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents, and relevant agency partners. In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- the extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- the practicality of the adjustment
- the availability of financial assistance
- the financial burden of making the adjustment
- the size of the school

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom
- in the school curriculum

- at all times and in all parts of the building

*and when*

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

### The Scheme: The Specific Duty

General Duty Main Actions	Action
Promoting equality of opportunity	<ul style="list-style-type: none"> <li>• Reference school accessibility plan.</li> <li>• As an equal opportunities employer we would ensure that reasonable steps were taken to enable a member of staff with a disability was able to participate fully in school life.</li> <li>• Actively seek views of pupils, staff and users of the school.</li> <li>• Reference Inclusion policy.</li> </ul>
Eliminating discrimination	<ul style="list-style-type: none"> <li>• Ensure staff training includes consideration/implications towards any disability.</li> <li>• Ensure health and safety considerations are met and relevant training provided e.g. manual handling.</li> <li>• Ensure policy review considers the impact of disabilities</li> <li>• Lesson planning considers full involvement of pupils with disabilities</li> </ul>
Eliminating harassment	<ul style="list-style-type: none"> <li>• Reference anti-bullying policy (reviewed annually)</li> <li>• Reference PSHE and Citizenship programmes of work</li> </ul>
Promoting positive attitudes	<ul style="list-style-type: none"> <li>• Staff actively encouraging understanding by pupils of the impact of disabilities on accessing the curriculum.</li> <li>• Ensure that there are positive images in school books and other materials</li> </ul>

Encouraging participation in public life	<ul style="list-style-type: none"> <li>• Ensure opportunities are taken to provide positive role models of disabled people where possible</li> </ul>
Taking steps to meet disabled peoples' needs, even if this requires more favourable treatment.	<ul style="list-style-type: none"> <li>• Visitors to the school – practical steps are taken to ensure visitors' needs are met e.g. disabled toilet facility, disabled access parking in close proximity to the school, preferential seating when required, assigning a person to support where necessary.</li> <li>• Pupils – ensuring that their needs and wishes were taken into account when making decisions regarding participation in school life e.g. fitting fire door openers so that children in wheelchairs are able to be more independent, being sensitive to pupils' feelings with regard to participation in some events such as sports day.</li> <li>• Staff – training where necessary</li> </ul>

### Information gathering to support monitoring and review

The school collects data to help monitor the impact of its policies. Data collected with reference to this policy will include information on:

- pupil achievement, data analysis, pupil progress meetings, Pupil Profile reviews
- learning opportunities - i.e. take up of courses/external visits
- exclusions
- social relationships
- employing, promoting and training disabled staff
- communication with pupils, parents, staff and users of the school

The policy and scheme will be published on the school web site and be made available on request. The Governors' Policy committee will review progress on an annual basis and details will be recorded in the minutes. There will be a more formal evaluation at the end of the three-year cycle.

## West Park C.E Primary School

### Accessibility Plan

#### Introduction

West Park CE Primary School is a large school on the outskirts of Worthing in an area with mainly privately owned housing, although there is also some social housing. The school has recently become a four form entry Primary school. The school also has two Special Support Centres for 8 children with Physical Disabilities and for 10 children with Additional Learning Needs, soon to be re-designated as Communication and Interaction Needs. The school is committed to ensuring equal treatment to 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.

The school will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

Duties under part 5a of the Disability Discrimination Act (DDA) require the Governing body to

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

The DDA also requires the governing body to plan to increase access to education for disabled pupils in three ways.

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the environment of the school.
- Improve the delivery of information.

This plan will set out how the governing body will promote equality of opportunity for disabled people.

#### Definition of disability

A disabled person is someone who has a **physical or mental impairment** that has a substantial or **long term** adverse effect on his or her ability to carry out **normal day to day activities**.

- **A physical or mental impairment** includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.



- **Long Term** means an impairment that has lasted at least 12 months or is expected to last at least 12 months.
- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eye sight, memory or ability to concentrate, learn or understand, perception or the risk of physical danger.

## **The General Duty**

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons -This means not representing people in a demeaning way, and it also means not pretending they do not exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

## **How we will meet the General Duty & Specific Duty**

The production of this accessibility plan provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce an accessibility plan for our school.

The main actions to be taken in the next three years to promote disability equality are described in the school's Accessibility Plan. This plan will run in conjunction with the School Improvement and Development Plan and will be subject to revision and amendment at the end of the three year period.

## **Involvement of Disabled pupils staff and parents**

In developing this scheme the school have consulted with the following:

Parents

Pupils/staff – children/staff with disabilities were invited to contribute their views as well as being part of a Working Party

Governors – input was sought at committee level as well as being part of a Working Party.

Community – Users/visitors of the school were invited to share their views.

The school appreciates that in endeavouring to gather full and accurate information to support the development and monitoring of this policy the following considerations will need to be taken into account.

- Reassuring pupils, staff and parents about confidentiality
- Ensuring that the ethos of the school is conducive to trust and openness
- Emphasising how information may lead to beneficial adjustment being made

### **Reasonable Adjustments**

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan, however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents, and relevant agency partners. In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- the extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- the practicality of the adjustment
- the availability of financial assistance
- the financial burden of making the adjustment
- the size of the school

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom
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- at all times and in all parts of the building

*and when*

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

### **Accessibility Plan: The Specific Duty**

<b>General Duty Main Actions</b>	<b>Action</b>
Promoting equality of opportunity	<ul style="list-style-type: none"> <li>• Reference school accessibility plan.</li> <li>• As an equal opportunities employer we have ensured that reasonable steps were taken to enable a member of staff with a disability to be able to participate fully in school life.</li> <li>• Actively seek views of pupils, staff and users of the school.</li> <li>• Reference Inclusion policy.</li> </ul>
Eliminating discrimination	<ul style="list-style-type: none"> <li>• Ensure staff training includes consideration/implications towards any disability.</li> <li>• Ensure health and safety considerations are met and relevant training provided e.g. manual handling.</li> <li>• Ensure policy review considers the impact of disabilities</li> <li>• Lesson planning considers full involvement of pupils with disabilities</li> </ul>
Eliminating harassment	<ul style="list-style-type: none"> <li>• Reference anti-bullying policy (reviewed annually)</li> <li>• Reference PSHCE and Citizenship programmes of work</li> </ul>
Promoting positive attitudes	<ul style="list-style-type: none"> <li>• Staff actively encouraging understanding by pupils of the impact of disabilities on accessing the curriculum.</li> <li>• Ensure that there are positive images in school books and other materials</li> </ul>

Encouraging participation in public life	<ul style="list-style-type: none"> <li>• Ensure opportunities are taken to provide positive role models of disabled people where possible.</li> </ul>
Taking steps to meet disabled peoples' needs, even if this requires more favourable treatment.	<ul style="list-style-type: none"> <li>• Visitors to the school – practical steps are taken to ensure visitors' needs are met e.g. disabled toilet facility, disabled access parking in close proximity to the school, preferential seating when required, assigning a person to support where necessary.</li> <li>• Pupils – ensuring that their needs and wishes were taken into account when making decisions regarding participation in school life e.g. fitting fire door openers so that children in wheelchairs are able to be more independent, being sensitive to pupils' feelings with regard to participation in some events such as sports day.</li> <li>• Staff – training where necessary</li> </ul>

### **Information gathering to support monitoring and review**

The school collects data to help monitor the impact of its policies. Data collected with reference to this policy will include information on:

- pupil achievement, data analysis, pupil progress meetings, Pupil Passport reviews.
- learning opportunities - i.e. take up of courses/external visits
- exclusions
- social relationships
- employing, promoting and training disabled staff
- communication with pupils, parents, staff and users of the school

The policy and plan will be published on the school web site and be made available on request. The Governors' Policy committee will review progress on an annual basis and details will be recorded in the minutes. There will be a more formal evaluation at the end of the three-year cycle.

Date            November 2018  
Review         Autumn Term 2019