Hendal Primary School

Disability Equality Scheme

Agreed by staff  ................Dec 2007..........................

Ratified by Governing Body  ..................Jan 2008..................

Review date  .........................DEC 2009..........................

Hendal Primary School

Disability Equality Scheme

(December 2007 - November 2010)
FOREWORD

Valuing diversity is central to achieving the overall aim of Hendal Primary School.

At Hendal Primary School: staff, children, parents and governors are committed to providing the means by which all members of its learning community can fully develop academically, socially, morally and physically in an environment designed to recognise the needs of each individual and provide them with the opportunity to achieve their highest potential.

The governing body of Hendal Primary is therefore pleased to publish its' first Disability Equality Scheme. In developing the scheme, we have been able to identify and record the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be addressed.

We will ensure that this Disability and Equality Scheme is effectively implemented and scrutinised so that we meet the obligations placed upon us by the Disability Discrimination Act.

We intend to use it to make real and tangible changes to how we conduct our business so that it will make a positive difference to the lives of disabled people. Promoting disability equality at Hendal Primary School will be a continuous process. It will be undertaken in partnership with the wider community and, of course, with disabled people themselves.

We would like to thank those who have been involved in developing the scheme and we hope that we can continue to work together with disabled people to achieve disability equality at our school.

Chair of Governing Body
1. Introduction
   1.1 The duty to promote disability equality
   1.2 The general duty

2. Hendal Primary School- Vision and Values
   2.1 Our vision and values
   2.2 Who do we mean by "disabled people"?

3. Involvement
   3.1 Involvement of Disabled People in Developing the Scheme

4. Impact Assessment

5. Our Priority Areas Identified In The Action Plan
   5.1 Access to the Curriculum
   5.2 Participation and Engagement

Page 12
   b) Learning Opportunities
   c) Admissions, Transitions, Exclusions (including Behaviour cases)
   d) Social Relationships
   e) Employing, promoting and training disabled staff

Page 13

Page 14
   5.3 Employment
   5.4 Access to Information and Services
   5.5 Medical and Personal Care Needs
   5.6 Health and Safety
   5.7 Admissions, Transitions
5.8 Physical Access
5.9 Data collection, Monitoring and Assessment
5.10 Looking Ahead

5.11 Action Plan

6. Making it Happen

6.1 Implementation
6.2 Evaluation
6.3 Publication
6.4 Reporting

6.5 Links with other School Plans and Policies
6.6 Review Date
6.7 Senior Member of Staff Responsible
6.8 Designated Member of Staff
6.9 Governor Responsible
6.10 Complaints Procedure
6.11 Monitoring
6.12 Accessibility Plan

6.13 Document Availability Options

7. Identify Barriers to Access: A Checklist
7.1 How does your school deliver the curriculum?
7.2 Is your school designed to meet the needs of all pupils?
7.3 How does your school deliver materials in other formats?
7.4 What additional facilities are available in school for disabled individuals?
7.5 Main School Entrance and Reception
7.6 External Areas
7.7 Emergency Evacuation Plan
7.8 Physical Access to Curriculum Areas and Unique Facilities (where applicable)
7.9 Enhanced Visual Environment

8. Accessibility Plan
1. INTRODUCTION

1.1 The duty to promote disability equality

The Disability Discrimination Act 1995 was a landmark in equality legislation, making it unlawful to discriminate against someone because of his or her disability. It also required organisations to make 'reasonable adjustments' so that a disabled person could take a job, continue to work for an organisation or access services.

The Disability Discrimination Act 2005 amended the 1995 legislation. It introduced the duty to promote disability equality, which partly parallels the duty to promote race equality introduced under the Race Relations (Amendment) Act 2000. The duty to promote disability equality contains two elements - a general duty for all public bodies and a specific duty, which applies to a more limited number of specified public authorities, including maintained schools. The Code of Practice produced by the Disability Rights Commission (DRC) states that the "overarching goal of the duty is to promote equality of opportunity". In many cases the disadvantage and discrimination that disabled people experience arise from attitudinal and environmental barriers. The duty to promote disability equality aims to overcome these barriers.

This Scheme sets out the steps the governing body will take, which will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life in the wider community and in the non-educational services they might provide.

This Scheme builds on our accessibility plan and develops our work further to include:

- A definition of both disability and inclusion that is wider than special educational needs and applies to all vulnerable groups
- Taking a proactive approach in making reasonable adjustments
- Work with pupils, staff and parents/carers
- Involving the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan.

1.2 The general duty

The general duty to promote disability equality places a duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.
1.3 The Specific Duty

The specific duty requires a designated public authority (which include schools) to produce and publish a Disability Equality Scheme (DES), setting out how it will fulfil its general and specific duties to promote disability equality. Disabled people must be involved in the development of the Scheme. The first Disability equality Schemes should be published in *Primary and Special schools by December 2007*, and should last for three years with an annual review of progress.

2. Hendal Primary School- Vision and Values

2.1 Our vision and values

**We aim:**
- To be an inclusive school and to put into place the practice in all aspects of our work that ensures that all learners are given equality of opportunity and treated fairly.
- To promote and achieve high standards for all by providing teaching and learning of the highest quality.
- To treat learners as individuals and to provide differentiated teaching and learning to take account of their individual and special needs.
- To provide well for learners' physical, mental, social, spiritual, moral and cultural needs.
- To provide well for learners' care, health and safety.
- To ensure that all learners benefit from a rich, broad, balanced curriculum presented in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experience, practical work, investigation and learning through play.
- To teach basic skills and core subjects well and to give great emphasis to the foundation subjects and RE especially to the creative aspects including art, poetry, story, dance, music, performance. These will be central to our work.
- To make connections between subjects and to apply basic skills across the curriculum.
- To enliven and enrich the curriculum by visits, visitors, and extensive use of the environment.
- To give responsibility to learners and develop their self-confidence by contributing to the community.
- To make parents and the wider community equal partners with the school and to involve them in the evaluation of its success.
- To build an ethos marked by a welcoming, friendly, bright and lively happy place where learners feel secure. A school where good behaviour is expected and where learners enjoy growing up.
- To make this school a place of enjoyment where success is encouraged, rewarded and celebrated.

2.2 Who do we mean by "disabled people"?

The Disability Discrimination Act 1995 definition of a disabled person is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes ‘hidden’ impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means “more than minor or trivial” and long-term means lasting or expected to last 12 months or more.

This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-
• People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
• For a mental impairment the need for it to be clinically recognised has been removed.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

Disability is said to have an adverse effect if it affects one or more of the following:

• Mobility
• Manual dexterity
• Physical coordination
• Continence
• Ability to lift, carry or otherwise move everyday objects
• Speech
• Hearing
• Eyesight (unless brought to functionally useful level by spectacles or lenses)
• Memory or ability to concentrate, learn or understand
• Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, e.g.

• The time and effort that might need to be expended by a disabled child
• The inconvenience, indignity or discomfort a disabled child might suffer
• The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

Another way of considering whether particular special educational needs are disabling is illustrated in the table below:

<table>
<thead>
<tr>
<th>Physical, vision</th>
<th>Hearing, comprehension</th>
<th>Learning</th>
<th>Perception of risk or danger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autistic spectrum</td>
<td>✓</td>
<td>Some</td>
<td>✓</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Some</td>
<td>Some</td>
<td></td>
</tr>
<tr>
<td>Dyslexic-type needs</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Other learning needs</td>
<td></td>
<td>Some</td>
<td>✓</td>
</tr>
<tr>
<td>Physical sensory</td>
<td>✓</td>
<td>Some</td>
<td>Some</td>
</tr>
</tbody>
</table>

The number of disabled children and young people across England has been estimated as between 7% and 12%. The Hendal Primary 2008 School Census Summary identified 0% of children on roll that could be classified disabled. Although disability and special educational needs are not the same thing, the 2008 PLASC return for our school, showed 5.4% as having special needs met at School Action Plus or with a statement of special educational needs. The school governing body and senior managers collect information regarding staff and pupil headcount by gender, disability, age and ethnicity, including data
and other information on staff recruitment and progression. The school seeks to collect this information sensitively and confidentially, while encouraging disclosure.

2.3 Discrimination Disabled People Face

Disabled people are discriminated against in a number of different ways. These include

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people.

2.4 Action to Date

Our Disability Equality Scheme will take a fundamental step in removing these discriminatory barriers for disabled people here at Hendal. The Scheme builds on what we have already undertaken in order to promote equality for disabled people.

We have an Accessibility Plan which aims to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment to increase opportunities for disabled pupils, staff, parents and other community members
- Ensure that disabled children, staff, parents and other community members are provided with information in formats that are accessible for them

An Equal Opportunities Policy (Appendix 2) which states:

**Rationale**

This document constitutes a formal statement on the subject of equal opportunities for all community members at the school. There are strong links with the school policy on inclusion. Equality of opportunity for all pupils is seen as a very important principle at Hendal Primary School.

**Aims**

- The encouragement of equal opportunities is seen as consistent with the broader aims or values of the school (see Curriculum Policy Statement and Inclusion Policy) and makes a positive contribution to the core activity of teaching and learning. A school should encourage a tolerant approach to the development of teaching and learning and where practical the study of themes which reflect a diversity of cultural and other experiences.

- The school aims to ensure that no individual or group are discriminated against or receive less favourable treatment on the grounds of gender, race, creed, disability, or other such factor (see inclusion policy, racial equality policy, child protection policy and curriculum policy statement).

- The school aims to monitor and enhance its status with regard to the provision of equal opportunities. The provision of training and the incorporation of advice/ objectives in action plans will seek to do this (see staff development policy).
3. INVOLVEMENT

3.1 Involvement of Disabled People in Developing the Scheme

Hendal Primary recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled members of our school community in the following ways:

Disabled pupils:

- We have given all pupils a questionnaire to identify any barriers and how we can improve the way we meet their needs.
- Met with groups of children to identify significant barriers that they feel restrict their day to day activities while at school.

Key areas identified by our pupils were:

Disabled staff:

- We have given all staff a questionnaire to identify any barriers and how we can improve the way we meet their needs.

Key areas identified by our staff were:

Disabled parents/carers:

- We have given all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs.

Key areas identified by our parents/careers were:

Disabled members of the local community:

The first communication with all community members was via a questionnaire. This provided disabled pupils, staff, parents and members of the community the chance to share their thoughts, understanding and willingness to participate in the development of the Hendal Primary Disability Equality Scheme. As the questionnaire was anonymous, only people who contacted the school directly indicated their desire to form a working party in order to develop and monitor how the school carries out its duties and actually monitoring the progress of the action plan.

3.2 Developing a voice for disabled pupils, staff and parents/carers

Hendal Primary School has an all inclusive ethos in which every member of the school community is given the opportunity to actively participate in public life. Every child at Hendal is invited to put themselves forward to be an elected member of the School Council. Peers elect their representatives through a formal democratic process. The school council has been consulted and asked to assist in identifying, discussing and planning to overcome any barriers (current or potential) that they feel may affect themselves or others.

Staff have been consulted and asked to assist in identifying, discussing and planning to overcome any barriers (current or potential) that they feel may affect themselves or others. Staff are also aware
that opportunities and methods exist for all staff to raise concerns and assist in removing barriers at all levels.

Clubs and after school activities encourage all members of the school community to become involved. Provision is made so that anyone wishing to participate can.

3.3 The Governing Body

All Governing Body meetings are held in the staffroom which is wheelchair accessible from an outside door located near to the car park. All minutes are available to anyone who wishes to see them and could be made available in large type.

More than one third of the Governing Body are parents with children currently in the school. Some of the governors accompany school visits, including the Year 3/4 residential trip. This involvement, together with classroom monitoring and governors clearly identified by wearing personalised badges, ensures that both pupils and staff know who the governors are and are comfortable with their presence in the school. Many governors are also actively involved with the school Friends group thus increasing their involvement with both parents and pupils.

The school in conjunction with the Governing Body sends out an annual questionnaire covering all issues of school life to all parents and interested parties. The results of this questionnaire are analysed by the school and any items for improvement are fed into the School Improvement Plan. Governors also directly consult parents on specific issues.

Any person is welcome to join the Governing Body and all persons are treated equally. Where more than one parent is interested in becoming a Parent Governor, then an election is held where all parents are eligible to vote for the candidate of their choice.

3.4 Eliminating harassment and bullying

Hendal Primary School has clear structures and guidelines in place to promote positive relationships within school and to deal with incidents that are considered to be bullying and harassment. Further information can be found in the school’s Anti-bullying Policy. Clear guidance and resources in the P.S.H.E., Behaviour and Discipline, Inclusion and S.E.N. policies aim to promote positive relationships and eliminate incidents that might be perceived as bullying or harassment of any group, individual or characteristic.

3.5 Reasonable Adjustments

Hendal Primary School has already made adjustments so that known members of the school community can access the building and participate in school life without significant alterations to the building or school site.

Provision is also made for teaching and learning breaks, lunchtime, after school clubs and out of school activities. Extra facilities are made available or necessary arrangements made in order that an individual or group of people with similar requirements are catered for.

Individual members of the community are always consulted before final decisions are made to ensure they are aware of potential hazards or restrictions. The school does its best to ensure any identified barriers are removed.
At Hendal Primary we ensure that disabled pupils, staff, parents, governors and community members are not placed at a substantial disadvantage in comparison to pupils, employees, and other service users who are not disabled, in accessing the curriculum, daily routines, extra-curricular activities and school facilities.

The school recognises its duty to take reasonable steps or adjustments for all disabled pupils, staff, parents, governors and community members.

3.6 School Facility Lettings

Outside of regular school hours, Hendal Primary facilities can be used by members of the local community. Due care would be taken to ensure that the site and facilities within, are accessible to those who wish to participate in planned activities and events.

3.7 Information, Performance and Evidence

A variety of information on pupils and staff members is continually gathered and used to inform personal development and set targets on which performance can be judged.

a. Pupil Achievement

All children on the SEN register are individually monitored in Maths, English and Science. Each pupil’s SEN support and category of need is identified. Pupil progress is tracked and monitored on a term by term basis.

These results are used as evidence when writing and reviewing Individual Education Plans with teachers, pupils, parents and outside agencies.

Hendal Primary recognises that information collected under the heading of Special Educational Needs will not necessarily include all those pupils who are disabled.

b. Learning Opportunities

We are continually investigating partnership links with other Primary and Secondary schools, community groups and community members to identify educational opportunities available to all pupils.

c. Admissions, Transitions, Exclusions (including Behaviour cases)

Children with disabilities are not over-represented in our exclusion figures. Any exclusion is carried out following Local Authority procedures to ensure that no child is discriminated against, whether they are disabled or not.

d. Social Relationships

Our PSHCE and Citizenship Scheme of Work, generates curriculum based activities that promote positive social relationships in all walks of life. During discussions, different forms of discrimination are considered and treated as equal.

e. Employing, promoting and training disabled staff
Our staff records and questionnaire surveys indicate that no one has identified themselves or been identified as having a disability. Therefore, we have no evidence or data to suggest that the monitoring, training and promotion of disabled staff is any different to any other non-disabled staff member.

4. IMPACT ASSESSMENT

Hendal Primary School recognises the importance of assessing the impact of its current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning.

Questions the school needs to consider are:

- What are the training needs of the school regarding the DES?
- Who will be involved in assessing impact and how will the school involve disabled people?
- How will the school determine priorities?
- Will the school need external expertise?
- Who will the school report the results to?
- Has contact been made with trade unions at the school?

Hendal Primary School therefore regularly monitors the impact of the school's policies. This is captured by means of the school's equalities monitoring process which involves:

- Consultation with disabled stakeholders, in order that areas for change can be identified
- Analysis of information from data collection relating to disability

This Disability Equality Scheme is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

5. OUR PRIORITY AREAS IDENTIFIED IN THE ACTION PLAN

5.1 Access to the curriculum

Behaviour and exclusions –

We need to ensure that the behaviour policy is differentiated with reasonable adjustments for disabled pupils.

Teaching and Learning –

The school must ensure that all teaching staff are aware of the QCA General Inclusion Statement and that they apply it in their planning and teaching. Joint planning time must continue during the school day for teachers and classroom support assistants on a regular basis.
Curriculum – developing positive attitudes -

We will review and assess our planning and delivery to take account of disabled pupils and ensure disability issues are raised and discussed.

Data collection, monitoring and assessment -

We will put into place monitoring systems that identify disabled pupils and their impairment. Pupils' achievements will be tracked in addition to their general attainment levels.

The school will amend its pupil records database to identify all disabled pupils and parents and their access needs.

5.2 Participation and engagement

We will develop and engage the voices of disabled pupils, staff, parents and local community members. All committees, groups and teams should be made fully aware of their responsibility to promote disability equality.

Eliminating harassment and bullying -

Hendal Primary School has clear structures and guidelines in place to promote positive relationships within school and to deal with incidents that are considered to be bullying and harassment.

5.3 Employment

Employing and promoting, training disabled staff

At the present time there are no members of staff registered as disabled under the DDA 2005 guidelines. Therefore reasonable adjustments and additional time off work for treatment are not applicable. As and when the time comes, the appropriate courses of action must be taken to ensure that reasonable adjustments are taken.

5.4 Access to information and services

The school must continue to review and assess all provision for lunchtime or after school clubs and trips. All reasonable adjustments will be made to ensure that disabled children and parents can participate in all visits and activities.

5.5 Medical and personal care needs -

Currently, medical details held on individual children indicate administration of medication procedures. Nominated and trained members of staff are responsible for carrying out the stated procedures. We need to ensure timeframes are put in place to monitor and review each specific individual child’s medication procedures.
5.6 Health and Safety -

The headteacher, senior caretaker and named member of the governing body undertake Health and Safety audits to ensure policy procedures are being followed and upheld throughout the school site. These reports are presented to the governing body at relevant meetings.

The school has clearly displayed Fire Regulation and Evacuation Plans in all classrooms and general purpose rooms around the school. Regular drills are held to ensure these procedures are known to all members of the school community.

The school office holds a Record of Medication Administration register. This is updated through correspondence with parents.

5.7 Admissions, Transitions -

Admissions to Hendal Primary are determined by the Governing Body and are in line with the Local Authority admissions procedures. We do not discriminate against any child with a disability and will take all reasonable steps to provide effective educational provision and appropriate modification to the school site and buildings where necessary.

5.8 Physical access -

Hendal Primary has made all reasonable adjustments to ensure the school is accessible to pupils, staff and visiting members of the school community. Flat paths provide access and exit points throughout the building.

The car park and approach road are accessible to all.

Prominently displayed signage indicates access points to the main school entrance.

5.9 Data collection, monitoring and assessment -

Further information regarding the presence of disabled pupils in the school and their participation in school life can be found in their individual folders.

We will assess our database to ensure that necessary and relevant data is available to allow us to identify and track achievements, general attainments and specialist reporting needs.

This scheme will monitor -

- Disabled pupil attainment
- Effectiveness of reasonable adjustments
- Recruitment, retention and career development of disabled staff
- Admissions of disabled pupils
- Exclusion of disabled pupils

5.10 Looking ahead -

We are aware of the following challenges for our school that may impact on our work to promote disability equality.
1. Develop working groups to ensure disabled members of school community are consulted and involved in the ongoing work within our Disability Equality Scheme Action Plan
2. Engage disabled members of the community to promote a positive ethos towards disabilities

5.11 Action plan -

Our priority actions are included in our school improvement plan and in the attached action plan.

6. MAKING IT HAPPEN

6.1 Implementation

This Disability Equality Scheme represents the school's vision, backed up by key actions which will be carried out within the next three years. There will be:

- Clear allocation of lead responsibility
- Clear allocation of resources
- Indication of expected outcomes
- Clear timescales
- Specified time-scale for process and review

The Hendal Primary School governing body, School Council will monitor and review this scheme termly. The school governing body will present findings annually, to all members of the school community. Such findings will be available in alternative forms of communication, which are appropriate to the needs of its disabled members.

6.2 Evaluation

There will be internal evaluation of this scheme as above, and also with the school improvement partner and OFSTED.

Evaluation of this scheme will therefore be incorporated into the OFSTED SEF, as will the data giving information on the number of disabled pupils in the school, and their achievements.

6.3 Publication

This document is published in conjunction with the school's Access Plan and forms part of the school's improvement plan and equal opportunities policy.

6.4 Reporting

There will be an annual report on this scheme demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the scheme.

This report will be published as follows:
6.5 Links with other school plans and policies:

This Scheme is to be read in conjunction with the School Access Plan. Together, they are intrinsic to:

1. The School Improvement Plan
2. The Equal Opportunities Policy
3. Equalities Monitoring procedure
4. Anti-Bullying Policy
5. Protection of Employees and associated documents (including bullying and harassment)

6.6 Review Date

This scheme will be due for review by November 2010

6.7 Senior Member of Staff Responsible

Christine Platts - Headteacher

6.8 Designated Member of Staff

Kelly Ashton - Assistant Head teacher

6.9 Governor Responsible

Gary Fletcher - Governor

6.10 Complaints Procedure

If there are any complaints relating to provision for disabled children, these will be dealt with in the first instance by the head teacher.

The Chair of Governors and / or LA may be involved at this stage, if necessary.

In the case of an unresolved complaint, parents may contact the Special Educational Needs and Disability Tribunal (SENDIST)

6.11 Monitoring

The governors will monitor this policy on a regular basis to ensure that no pupils are placed at a substantial disadvantage or treated less favourably. They will monitor the success of the policy and the accessibility plan by the reduced number of concerns raised by pupils, staff, parents, governors and members of the local community.
6.12 Accessibility Plan

Hendal Primary School uses the 'Identify barriers to Access' checklist.

6.13 Document Availability options

If you require further copies of this document, or would like the document in another format, please contact:

Hendal Primary School office

Telephone: 01924 303295

E-mail: headteacher@hendal.wakefield.sch.uk

ANNEX

7. Identify Barriers to Access: A Checklist

This list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of Hendal Primary School.

7.1: How does your school deliver the curriculum?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are your classrooms optimally organised for disabled pupils?</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Do lessons provide opportunities for all pupils to achieve?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are lessons responsive to pupil diversity?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Do lessons involve work to be done by individuals, pairs, groups and the whole class?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are all pupils encouraged to take part in music, drama and physical activities?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Do you provide access to computer technology appropriate for students with disabilities?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Are there high expectations of all pupils?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Do staff seek to remove all barriers to learning and participation?</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
7.2: Is your school designed to meet the needs of all pupils?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the size and layout of areas - including all academic, sporting,</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>play, social facilities; classrooms, the assembly hall, canteen, library,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gymnasium and outdoor sporting facilities, playgrounds and common</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rooms - allow access for all pupils?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can pupils who use wheelchairs move around the school without</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>experiencing barriers to access such as those caused by doorways, steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and chairs, toilet facilities and showers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are pathways of travel around the school site and parking arrangements</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>safe, routes logical and well signed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are emergency and evacuation systems set up to inform ALL pupils,</td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>including pupils with SEN and disabilities; including alarms with both</td>
<td></td>
<td></td>
</tr>
<tr>
<td>visual and auditory components?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are non-visual guides used, to assist people to use buildings including</td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>lifts with tactile buttons?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could any of the décor or signage be considered to be confusing or</td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>disorientating for disabled pupils with visual impairment, autism or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>epilepsy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are areas to which pupils should have access well lit?</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Are steps made to reduce background noise for hearing impaired pupils</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>such as considering a room’s acoustics and noisy equipment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is furniture and equipment selected, adjusted and located</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>appropriately?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.3: How does your school deliver materials in other formats?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you provide information in simple language, symbols, large print,</td>
<td>No,</td>
<td></td>
</tr>
<tr>
<td>on audiotape or in Braille for pupils and prospective pupils who may</td>
<td>but</td>
<td></td>
</tr>
<tr>
<td>have difficulty with standard forms of printed information?</td>
<td>we</td>
<td></td>
</tr>
<tr>
<td>Do you have the facilities such as ICT to produce written information</td>
<td>Into</td>
<td>Not</td>
</tr>
<tr>
<td>in different formats?</td>
<td>larger</td>
<td>for</td>
</tr>
<tr>
<td>Do you ensure that staff are familiar with technology and practices</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>developed to assist people with disabilities?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7.4 What additional facilities are available in school for disabled individuals?

The following facilities are available for disabled individuals:

<table>
<thead>
<tr>
<th>General Physical Access</th>
<th>Throughout</th>
<th>Part</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lift</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Stair lift</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ramps</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Handrails</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Wide doorways</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Automatic doors</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Accessible toilets</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A changing bench for toileting</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Hoists (moveable)</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Hoists (fixed)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Others- please specify</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

7.5 Main School Entrance and Reception

<table>
<thead>
<tr>
<th>.1</th>
<th>Is there level access at the main school entrance (NB: A small threshold no greater than 12mm can be considered level) Yes = level; Partial=1 step; No= several steps at the entrance and no alternative ramp)</th>
<th>Yes or N/A</th>
<th>Partial</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| .2 | If there is a ramp, is it suitable for wheel chair users? (NB: Max gradient 1:12, level landing at top of ramp, handrails) Yes=adequate; Partial=minor changes required; No= substantial changes required | NA         |         |    |          |

| .3 | If there are steps. Are they suitable for people with walking difficulties? (NB: Handrails to both sides or central, contrasting step edges, even rise to each step) Yes=adequate; Partial= minor changes required; No = substantial changes required | ✓          |         |    |          |
### 7.6 Emergency Evacuation Plan

<table>
<thead>
<tr>
<th></th>
<th>Yes or N/A</th>
<th>Partial</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>.1</td>
<td>What proportion of the building(s) are easy to evacuate by wheelchair users? Yes=&gt;75%; Partial=25-75%; No= &lt;25% Please comment on areas for improvement.</td>
<td>✓</td>
<td></td>
<td>Classroom access/evacuation</td>
</tr>
<tr>
<td>.2</td>
<td>Does your Emergency Evacuation Plan include a strategy for evacuating disabled pupils, staff, parents, governor and community members? Please comment on areas for improvement.</td>
<td></td>
<td></td>
<td>No specific advice for those with disabilities</td>
</tr>
<tr>
<td>.3</td>
<td>If you have upper floors, are there means to ensure the evacuation of people with mobility impairments? Yes=adequate; Partial= minor changes; No= substantial adaptations-please give comments</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7.7 External Areas

<table>
<thead>
<tr>
<th></th>
<th>Yes or N/A</th>
<th>Partial</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>.1</td>
<td>Do routes between buildings provide independent access for wheelchair users? If Partial or No, please comment on areas for improvement</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.2</td>
<td>What proportion of building entrances have level access for wheelchair users? Yes=&gt;75%; Partial=25-75%; No= &lt;25% Please comment on area for improvement.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.3</td>
<td>Is there level access to all unique outdoor areas? (eg sports areas, tennis courts, playgrounds, seating areas etc) Yes=all; Partial= some; No = none</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7.8 Physical Access to Curriculum Areas and Unique Facilities (where applicable)

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Total Number of teaching areas</th>
<th>Number which are accessible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Assembly/PE/Dining Hall</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ICT / Library</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sports Field / Playground</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>The wildlife area</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### 7.9 Enhanced Visual Environment

Many classrooms have the following:

- Areas lit to correct standard
- Blinds to windows subject to direct sunlight
- Corridors and steps areas
- Specialist toys / equipment (pupils)
- Highlighted edges / steps / doorframes
- Glare reduced surfaces
- Tactile trail
8.0 Accessibility Plan

The Plan is for:

- Disabled pupils who are in the school now: improving access for them is a matter of making reasonable adjustments.

- Disabled pupils who are in the school system, good advance information about disabled pupils coming into the school will be important to making reasonable adjustments and to making planned improvements over time.

- Disabled pupils who are not yet in the school system, but about whom the local authority and other agencies may have information.

Over time, the focus should shift significantly from planned improvements for individual pupils to:

Embedding accessibility considerations into everything the school does.

- In school improvement.

- In curriculum development.

- In maintaining and improving the physical environment.

- In professional development and in all planning process.
Hendal Primary School
Accessibility Plan

Agreed by staff

Ratified by Governing Body

Review date
<table>
<thead>
<tr>
<th>Priority area</th>
<th>Associated tasks / activities with person (Objective)</th>
<th>Success Criteria</th>
<th>Strategies</th>
<th>Intended outcomes</th>
<th>Timescale</th>
<th>Group responsible</th>
<th>Time Costs</th>
<th>Money Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access to the curriculum</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour &amp; exclusions</td>
<td>Specific guidance for all staff from outside agencies on manual handling</td>
<td>All staff are better equipped to meet the requirements of pupil needs</td>
<td>All staff attend training which focuses on providing an all inclusive education for children who may have: Behaviour or emotional problems</td>
<td>All staff receive a range of training &amp; strategies to help pupils, in order to support social inclusion</td>
<td>Short Term Year 1</td>
<td>SENCo Leadership team</td>
<td>Twilight training / staff meeting</td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; Learning</td>
<td>Carry out audit of the school's strengths and weaknesses in working with disabled pupils.</td>
<td>Staff are made aware of the requirements of the DDA policy</td>
<td>All staff are aware of DDA requirements Assess areas of curriculum to which disabled pupils may have limited access at the moment Assess participation of disabled pupils in extra-curricular activities.</td>
<td>Audit carried out and information gained and analysed to inform possible recommendations</td>
<td>Short Term Year 1</td>
<td>Senior Leadership team</td>
<td>Twilight training / staff meeting</td>
<td></td>
</tr>
<tr>
<td>Curriculum – developing positive attitudes</td>
<td>Ensure curriculum takes proactive steps to promote disability equality for pupils, staff and community members</td>
<td>The school has an effective curriculum which is fully integrated into school life and promotes disability equality</td>
<td>Seek advice from external sources. Explore options with DES working group</td>
<td>The curriculum tackles disability discrimination in a practical way.</td>
<td>Short Term Year 1 Ongoing</td>
<td>Curriculum leader Senior Leadership team</td>
<td>Deputy Head release time (already budgeted for)</td>
<td></td>
</tr>
<tr>
<td>Data collection, monitoring and assessment</td>
<td>Develop systems that identify progress of all children with disabilities</td>
<td>System in place that allows specific children with disabilities to have their progress more closely monitored</td>
<td>Pupil survey to identify children not on Inclusion or SEN register, who may be classed as disabled.</td>
<td>Children with known disabilities have their progress closely monitored &amp; assessed. Focused teaching &amp; behaviour plans can be introduced to support those not making</td>
<td>Short Term Year 1 Ongoing</td>
<td>Named Responsible Persons</td>
<td>Day release per term (already budgeted for)</td>
<td></td>
</tr>
<tr>
<td>Priority area</td>
<td>Associated tasks / activities with person (Objective)</td>
<td>Success Criteria</td>
<td>Strategies</td>
<td>Intended outcomes</td>
<td>Timescale</td>
<td>Group responsible</td>
<td>Time Costs Money Resources</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>------------------</td>
<td>------------</td>
<td>-------------------</td>
<td>-----------</td>
<td>-------------------</td>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>Participation and engagement</td>
<td>Engaging disabled pupils, staff, parents and local community developing a voice (parents and governing body)</td>
<td>Visits from disabled professionals to demonstrate that disabilities don’t have to hold you back</td>
<td>Disabled professionals attend meetings, assemblies &amp; communicate with community members</td>
<td>Make contact with disabled groups &amp; create positive links</td>
<td>Community members show greater understanding that disability doesn’t have to be a barrier</td>
<td>Year 1 Ongoing</td>
<td>Healthy school leader</td>
<td>Time invested in establishing links with disabled groups/associations Deputy Head release time (already budgeted for)</td>
</tr>
<tr>
<td>Participation and engagement</td>
<td>Eliminating harassment and bullying</td>
<td>To further promote inclusion &amp; respect for all individuals</td>
<td>Reported incidents of targeting an individual or group are nil</td>
<td>Introduction of peer mentoring</td>
<td>Children take greater responsibility in resolving their own differences. Reduced number of incidents where an individual’s disability is targeted</td>
<td>Year 1 Ongoing</td>
<td>PSE &amp; Citizenship leader</td>
<td>Peer mediation guidance purchased</td>
</tr>
<tr>
<td>Employment</td>
<td>Employing and promoting, training disabled staff</td>
<td>Provide opportunities that do not discriminate due to an individual’s disability</td>
<td>Members of the school community apply for jobs &amp; training without fear of discrimination</td>
<td>Vacant positions are advertised following count guidance Training opportunities are accessible to all</td>
<td>Disabled members of staff apply for jobs, promotion &amp; CPD on merit</td>
<td>Year 1 Ongoing</td>
<td>Head teacher CPD leader Named Responsible Persons</td>
<td>Cost of advertising a position Training courses &amp; supply cover</td>
</tr>
<tr>
<td>Access to information and services</td>
<td>Lunchtime or after school clubs and visits including residential visits</td>
<td>Provide activities &amp; visits that disabled learners can attend</td>
<td>Pupils, staff or parents are able to attend all offered activities &amp; visits whether able bodied or disabled</td>
<td>Clubs &amp; activities are differentiated to allow access to all wishing to participate at their own level Visits are researched &amp; approved due to their all inclusive nature</td>
<td>Pupils, staff or parents are not prevented from attending activities due to their disability</td>
<td>Year 1 Ongoing</td>
<td>Organisers or clubs &amp; activities Organisers of visits</td>
<td>Cost of expenses when carrying out pre-trip visits / risk assessments</td>
</tr>
<tr>
<td>Access to information and services</td>
<td>Priority area</td>
<td>Associated tasks / activities with person (Objective)</td>
<td>Success Criteria</td>
<td>Strategies</td>
<td>Intended outcomes</td>
<td>Timescale</td>
<td>Group responsible</td>
<td>Time Costs</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------</td>
<td>-------------------------------------------------------</td>
<td>------------------</td>
<td>------------</td>
<td>------------------</td>
<td>-----------</td>
<td>------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Medical and personal care needs</td>
<td>Health and Safety</td>
<td>Revised Policies take into consideration the needs of all disabled members of the school community</td>
<td>Policies are submitted to DES working group for consideration prior to general publication</td>
<td>DES working group analyse paperwork. The focus being to identify areas not fully taking the needs of disabled community members into account</td>
<td>Medium term Year 2/3</td>
<td>Health &amp; Safety member of staff</td>
<td>Health &amp; Safety</td>
<td>Medium term</td>
</tr>
<tr>
<td>To ensure that the personal &amp; medical needs of pupils &amp; staff are updated regularly</td>
<td>That Health &amp; Safety procedures &amp; policies take into account the inclusion of disabled community members</td>
<td>accessing policies to DES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil medication register is kept up to date with medication requirements of individuals</td>
<td>Policies are submitted to DES working group for consideration prior to general publication</td>
<td>DES working group analyse paperwork. The focus being to identify areas not fully taking the needs of disabled community members into account</td>
<td>Medium term Year 2/3</td>
<td>Health &amp; Safety member of staff</td>
<td>Medium term</td>
<td>Year 2/3</td>
<td>Essex County Council School</td>
<td>Unknown at this point in time</td>
</tr>
<tr>
<td>Regular contact with parents/careers to discuss medication updates</td>
<td>Regular consultations between parents, SENCO, admin staff &amp; external agencies</td>
<td>That up to date information on a disabled individual is made available to their new educational establishment as efficiently as possible</td>
<td>Short Term Year 1 Ongoing</td>
<td>SENCO Leadership team</td>
<td>Short Term Year 1 Ongoing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trained staff maintain their qualifications to administer medication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medication register remains up to date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff remain trained &amp; able to administer medication as appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>