

England Lane Junior, Infant & Nursery School

Disability

Equality

Scheme

Revised February 2010

Removing barriers, raising achievement for everyone

1. Definition of disability

- 1.1 'A person has a disability if s/he has a physical or mental impairment (*loss of function*) which has a substantial and long term (*twelve months or more*) adverse effect on his/her ability to carry out normal day-to-day activities.'

(Disability Discrimination Act (DDA) 1995 part 1 paragraph 1.1)

2. Introduction

- 2.1 This policy contains information on the provision & services provided by England Lane Junior, Infant & Nursery School to meet the needs of the pupils, staff, parents, carers and governors.
- 2.2 Related School Policies - SEN/inclusion, health & safety, behaviour, Diversity, Admissions, Every Child Matters, transition, teaching & learning, equal opportunity and assessment.

3. Legal Position

- 3.1 The Disability Discrimination Act 1995 and the amended Special Educational Needs and Disability Act 2001 (SENDA) sets out new duties on Schools to ensure that they do not discriminate against people with a disability, whether staff or pupils.
- 3.2 It requires all schools and LAs to plan to increase, over time, accessibility to schools for pupils with a disability.
- 3.3 The principle behind the legislation is to ensure that people with a disability should have the same opportunities as non-disabled people, to benefit from education or other related provision as pupils and similarly as potential and actual employees.
- 3.4 The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

4. Accessibility Plan

- 4.1 Our accessibility action plan (*see appendix 1.*) details the changes required, in order to remove barriers to include all stakeholders. It includes
 - Increasing access for disabled pupils to the curriculum
 - Improving access to the school's physical environment (buildings and school grounds)
 - Improving written information for pupils with a disability

5. Objectives

- 5.1 England Lane Junior, Infant & Nursery School Strategic objectives include targets for increasing participation, raising achievement and supporting inclusive learning.
- 5.2 The School aims to develop provision which
 - Maximises individual skills by responding to individual learning needs with equal access to the curriculum.

- Removes barriers to access and promotes equality of educational opportunity by addressing individual support needs.
- Ensures that pupils have entitlement to learning with clear outcomes and progression.
- Give all pupils equal status.
- Maximise access to the physical environment.
- Foster and promote links with the community.

5.3 England Lane Junior, Infant & Nursery School is committed to ensuring that people with disabilities, including those with learning disabilities are treated fairly. All reasonable adjustments to provision will be made to ensure that pupils and members of the community who are disabled, are not substantially disadvantaged.

5.4 A range of facilities are available including;

- A pre-entry discussion and assessment as appropriate.(Admissions policy)
- Key skills support
- A differentiated and inclusive curriculum.
- Advice and support offered by Local Authority outside agencies.
- Personal advice and counselling.
- Physical access to all parts of the school.
- Differentiated information for differing disabilities.

6. The Curriculum

6.1 England Lane Junior, Infant & Nursery School aims to support learning across the curriculum. Children are supported by;

- An inclusive, structured and caring environment.
- An awareness, by teaching staff, of the need for differentiated learning styles (*Teaching and learning policy*).
- Teaching assistants with high skill levels who often work with individual and small groups of children.
- Access to a whole school approach to inclusion.
- A small group approach to the creative curriculum.

7. Assessment

7.1 All learners are entitled to formal and informal assessments to find out what extra help they may need to enhance their learning.

7.2 Assessments may include school records and reports, reports from out-side agencies, informal observations, self assessment, diagnostic screening.

7.3 Individual learning needs are monitored by the special needs coordinator (SENCO), Head-teacher, out-side agencies, the pupil, and the SEN Governor. Assessment advice and guidance for progression is reviewed once a term.

8. The physical environment

- 8.1 We will endeavour to improve provision for pupils and staff with a disability by developing the physical environment of the school, within the limits of resources available.
- 8.2 Where necessary, we will try to improve the following:
- Movement around the building
 - Visual aids to fire alarms.

9. Admission arrangements;

- 9.1 A prospectus can be obtained by ringing the school or accessing the school web site at www.englishlane.wakefield.sch.uk The admissions form gives parents the opportunity to identify any specific needs they might have and ways the school can support them.
- 9.2 As part of the admissions process for learners with learning difficulties and/or disabilities England Lane Junior, Infant & Nursery School aims to support transition by:
- Gathering additional information by liaising with a number of different people e.g. schools, teachers, social and key workers, carers and outside agencies.
 - Assessing curricular needs.
 - Arranging visits to receiving schools (*transition policy*).
 - Any disclosure of disability will be used to ensure that reasonable adaptations are made to support the pupil in school.
- 9.3 Information normally provided in writing (newsletters, information about school events etc) will be made available in alternative formats that are clear and user friendly if necessary, such as large print, transmitted orally or through ICT. For example, communication with a parent who is visually impaired may need to be by telephone message rather than by letter.

10. Staffing

- 10.1 When advertising posts or interviewing applicants or deciding on appointments the governors and staff will follow the necessary procedures and will not discriminate against people with disabilities.
- 10.2 Should a member of staff become disabled the governing body will make reasonable adjustments to that persons employment arrangements or to the premises in-order to enable them to continue in that post.

10. Staff expertise & training

- 10.1 All staff are experienced in working with young children with a range of additional learning needs and support staff provide additional support in literacy, mathematics, behaviour and PHSE.
- 10.2 There are valued links to all out-side agencies e.g. SENSS, ASC outreach services, speech and language services, educational psychologist, health professionals.
- 10.3 Staff are entitled to professional development and training and are expected to take part in continuous performance/professional development to enhance their skills. Appropriate training has included disability training, first aid, risk assessment, individual learning styles, counselling, 'Team teach' , Heart Start and health and safety.

11. Equipment

- 10.1 A range of equipment is available through SENSS and includes; specialist keyboards, adaptations for sloping desks etc.

12. Health & Safety

See health and safety policy.

- 12.1 Health and safety procedures form part of the induction programme including emergency evacuation in the case of fire and special arrangements for people with disability e.g. a key person taking responsibility for ensuring a child with a disability is evacuated safely.
- 12.2 Qualified first-aiders are available throughout the school day. A list of first aiders is displayed in the office.
- 12.3 The disability steering group monitor statutory requirements and facilities for people with disabilities.
- 12.4 Parents and carers are asked to keep us informed about any relevant issues so that we can work towards resolving them.

13. Monitoring

- 13.1 It is the responsibility of the governing body, through the steering group, to approve the School's equality scheme and to ensure that appropriate steps are taken to comply with the Act and to monitor progress.
- 13.2 We have high expectations of all our pupils. We monitor a range of data to make sure all pupils are making the best progress possible and no groups of pupils are under achieving.
- 13.3 We monitor

- Attainment
- Rewards (Achievement book) and sanctions (Incident book)
- Parental and pupil questionnaires
- Accident book
- Signing in book (in entrance)
- Exclusions

- 13.4 Outcomes of monitoring are reported to the governing body and the action plan amended if necessary.
- 13.5 The governing body has a named governor with responsibility for matters of disability discrimination. The named governor for England Lane Junior, Infant & Nursery School is Wendy Wilkinson. It is the named governors' responsibility to work with the steering group, keep the governing body informed of any new regulations and ensure that the school regularly reviews its process and procedures.
- 13.6 The governor in question will liaise with the LA and other external agencies to ensure that the school's procedures are in line with those of the LA.
- 13.7 The head-teacher implements the school's disability non-discrimination policy on a day to day basis and ensures that all staff are aware of the details of the policy as it applies to them.
- 13.8 The head-teacher reports to governors annually on matters regarding disability discrimination.
- 13.9 This policy will be reviewed at any time on request from the governors or at least every three years.

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