



Frances Olive Anderson Church of England (Aided) Primary School Disability Equality Scheme and Accessibility Plan



3-year period covered by the scheme: 2016-2019

To be read in conjunction with
**Equality Statement of Duty and Equality Objectives
as required by the Equality Act 2010**

Introduction

The Disability Equality Duty of the Disability Discrimination Act (DDA) 2005 places on all schools a general duty when carrying out their functions to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under the DDA1995;
- Eliminate harassment of disabled people that is related to their disability;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

In addition to the general duty, regulations made under Part 5A of the DDA 2005 set out a specific duty on certain public authorities, including all publicly funded schools, requiring them to demonstrate how they are meeting the general duty.

This plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing access to the curriculum;
- improving the school's physical environment to increase access ;
- making written information accessible to pupils in a range of different ways.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1a: The purpose and direction of the school's plan: vision and values

Frances Olive Anderson CE Primary School welcomes its responsibilities to promote disability equality according to the Disability Equality Duty and the Disability Discrimination Act (DDA) as a further positive step towards achieving equality for disabled pupils and staff across all areas of school life.

We see this commitment as a key component in the ethos of our school and view the links with other equalities policies and practices as positive and informing. The school's current Accessibility Plan will be included within the Disability Equality Scheme (DES) to ensure that both plans are mutually supportive.

Our shared vision for the school is:

- to become a school fully equipped for 21st Century learning, at the heart of our community, with children's health, education and care in reach of every family.

This applies to all children in our care, regardless of disability or other factors.

The aim of this scheme is to ensure that children and adults with disabilities are treated with respect and have their physical, sensory and communication needs met. The service they receive from the school should not be diminished, within the scope of what is possible and practicable, because they are disabled. 'Reasonable adjustments' will be made in order to achieve this. The school undertakes to raise awareness of this commitment with all stakeholders.

1b: Information from pupil data and school audit

Currently, 10% of pupils are identified on the school's Special Educational Needs register; 2% with an EHCP. However, 28% of pupils are identified as needing intervention" whereby they are given additional support in school through a variety of intervention programmes. This provision is identified through the school's Inclusive Provision Map.

Our children come from a wide socio-economic spread. The school deprivation indicator shows that our intake is percentage ranked a 0.36 (IDACI Score 2015). Most of the pupils are of white British origin. 3% of the pupils are EAL from white European countries. A minority of the children come from divorced / separated families with a small minority spending split time between parents.

We are an inclusive school and the needs of all pupils are reflected in our policies. Staff have been made aware of their responsibilities in line with the Disability Equality Scheme.

1c: Views of those consulted during the development of the plan

Frances Olive Anderson CE Primary School Disability Equality Scheme has been written following consultation with stakeholders (including those with disabilities). Staff, governors, parents and pupil representatives of the school have all been involved in this process.

Members of the school council and some pupils with medical conditions which affect their learning were consulted about actions that might facilitate access to the building and curriculum.

1d: Evaluation

The impact of the scheme will be evaluated by staff and governors through the annual cycle of policy review and through discussion with and feedback from other stakeholders. Adjustments to the scheme will be made in accordance with the outcomes from this evaluation process. The scheme will be reviewed and revised every three years.

2. The main priorities in the school's plan

2a: Increasing access to the curriculum

- Identify necessary actions in the school's accessibility plan;
- Draw on the expertise of external partners as necessary;
- Adapt physical environment as necessary;
- Adapt curriculum as necessary;
- Ensure that the appropriate support is allocated and documented in the Inclusive Provision Map;
- Ensure that staff are trained to use and maintain any necessary equipment properly; and
- Ensure that appropriate arrangements are in place for people with disabilities to access school events and outings.

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

- Ensure that classrooms are optimally organised for people with disabilities, as necessary;
- Ensure alarms have visual and auditory components, if necessary; and
- Plan for the school's devolved funding to be used to meet the cost of works, if necessary.

2c: Making written information accessible to pupils in a range of different ways:

- Improve the availability of written materials in alternative forms as necessary (e.g. large print, ICT programs which include talk functions, Braille); and
- Ensure that lesson plans are devised in such a way that all learners can access the curriculum and achieve their learning objectives.

3. Making it happen

3a: Management, coordination and implementation

The Headteacher will produce the plan, **if necessary due to a change in pupils needs if they arise**, in consultation with other stakeholders and its implementation will be monitored and evaluated by the Main Governing Body, **via** the Pupil and Staffing Committee, on an annual basis.

The Disability Equality Scheme and Accessibility plan should be read in conjunction with the following:

- School Improvement Plan
- Equality and Diversity policy
- Health and Safety policy
- Equal Opportunities policy
- Anti-Bullying Policy
- Teaching and Learning policy
- Confidentiality policy

3b: Access to the school's plan

The school's Disability Equality Scheme and Accessibility Plan is available from the school office and on the school website. The plan may be available on request in other forms (e.g. audio/Braille).

Date: October 2016

Review Date: October 2019 or earlier if required

Approved by Full Governing Body..... 2016

**Frances Olive Anderson CE Primary School
Accessibility Plan 2012-2015**

TARGETS	STRATEGIES	OUTCOMES	TIME FRAME	GOALS ACHIEVED
To provide support to EAL child(ren)	To offer support to parents of EAL child(ren)	Access to all written materials available to all as requested	As required	EAL child(ren) and parents can access school curriculum and communications more easily
To ensure inclusion in all aspects of school life	Review SEN/Inclusion policy	Annual review and update complete	Spring term 2013	All groups within the school have equal access to opportunities
To improve availability of written materials in alternative forms	Make use of LA services to provide written materials in alternative formats as necessary	Written materials available in alternative formats	As required	Pupils/adults with visual impairment can access modified materials
To ensure easy access to all areas of the school	To provide disabled access to the lower part of the school by looking at the possibility of providing an internal ramp/stair lift	Pupils/adults with mobility problems able to move to all parts of the school without having to go outside	Spring 2015	Easy access for all