**Stockham School Disability Equality Scheme and Accessibility Action Plan 2018 – 2021**

Plan agreed: \_\_\_\_March 2018\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Plan Review: \_\_\_\_March 2021\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Stockham School is committed to ensuring equal treatment of all its children, employees and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practices and service delivery.

We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. The achievement of children with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

**INTRODUCTION**

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make ‘reasonable adjustments’ to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan. The reasonable adjustments duty is triggered only where there is a need to avoid ‘substantial disadvantage’. Substantial is defined as being anything more than minor or trivial.

**DEFINITION OF DISABLITY**

Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation. These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. Impairment does not of itself mean that a pupil is disabled. It is the effect on the person’s ability to carry out normal day-to-day activities that has to be considered.

The test of whether impairment affects normal day-to-day activity is whether 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 or eyesight

• Memory or ability to concentrate, learn or understand

• Perception of risk of physical danger

A child’s ability to memorize, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child’s ability to do these things may amount to a disability. Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have an ‘Education, Health Care Plan (EHCP)’. Just because a disabled pupil has SEN or has an EHCP does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have an EHCP will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

**General Duties**

We will actively seek to:

* Promote equality of opportunity between people with disabilities and other persons. Eliminate discrimination that is unlawful under the Act.
* Eliminate harassment of people with disabilities that is related to their disabilities.
* Promote positive attitudes towards people with disabilities.
* Encourage participation by people with disabilities in public life. It is also important to respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in.
* Take steps to take account of the different disabilities that people have, even where that involves treating disabled persons more favourably than other persons.

This is also known as the Disability Equality Duty (DED) and applies to all children with disabilities, staff and those using services provided by Stockham School.

In addition to the above general duty to promote Disability Equality, Stockham School has specific duties placed on it to:

* Appraise and update the Disability Equality Scheme every two years
* Report on progress annually

**Specific Duty**

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life. The specific actions currently being taken include:

**Physical Access**

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| **Objective** | **Strategies** | **Action by whom and when** | **Monitoring by whom and when** | **Outcomes** | **Monitoring** |
| To ensure that there are no physical barriers to access for pupils with disabilities | * Review fire evacuation procedures in line with peeps where necessary
* Teachers with chn with disabilities to inform Head/SENCo if any issues of access or mobility arise.
* Ensure school premises are easy to access for all, making alterations / adaptations when necessary.
 | H and S governor to review x 3 a year SUE/Duncan + school H and S audit annuallyTeachers to discuss any issues with parents and SENDCO at Pupil profile meetings 3x a year. | HT in line with health and safety policy Termly. | The site has disabled access. |  |
| To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment as and when appropriate specific to individual children. Think about classroom layout, décor, poor acoustics, classroom management strategies, levels of lighting, etc. | * Discussions and staff meeting time- how to identifying children with physical difficulties – OCC SEN guidance.
* Teachers to review chn’s seating positions and classroom layout in respect of children’s hearing and vision. Are chd. sat in the most accessible places
 | Termly review of children needing access arrangements.Class teachers | HT/SENCO  | Specific needs of any new pupil with a disability are identified and planned for. Staff will have the knowledge to identify different children’s needs. |  |
| To ensure chn with disabilities have appropriate equipment to access their learning | * School to purchase any additional furniture/equipment needed e.g. wobble cushions, ADHD resources (fiddly toys), coloured overlays, Dyslexic friendly reading material (Magic Belt), left handed scissors etc.
* Individual lap-tops available for use
 | HT/SENCo | HT/SENCo | Children will have the appropriate equipment they need in order to make progress in their learning. |  |

**Access to Information**

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| **Objective** | **Strategies** | **Action by whom and when** | **Monitoring by whom and when** | **Outcomes** | **Monitoring** |
| To enable parents with IT difficulties to access information sent from school, e.g. class letters, newsletters via e-mail. | * To identify parents who have IT access difficulties.
* Head to meet with identified parents and discuss and concerns/problems they have with accessing information.
* Establish a school system for recording if a parent has a disability or difficulty accessing information.
* Office staff/Head to keep note of parents preferred method of communication and report back to Class Teachers.
* Head to liaise with office staff about alternative methods of communication
 | Head Head / FS teacher to review new admissions – Term 6 each year | HT and SLT | If parents are unable to access the internet hard copies of letters and newsletters will be sent out.  |  |
| To ensure all parents, especially those who are unable to come to school because of physical difficulties, can easily access information about school policies, homework and specific data relating to their child on-line. | * Policies to be published on website
* Class teachers to ensure homework is published on a weekly basis, with clear instructions to help children who have additional needs.
 | Subject LeadersClass Teachers | HT  | All parents will be able to access information about their child on-line or via telephone conversation if they are physically unable to come into school. |  |
| To ensure parents of children with additional needs have access to relevant information about where to access help and support, both from school and from external agencies | * Parent Partnership leaflets to be available in school office.
* Use of home school link worker to support children and families.
* SENCo to provide information in informal coffee mornings
* SNAST to support with accessing information.
* Use newsletter to promote services.
 | SENCo | HT/SENCo | All parents who have children with additional needs will be know who to go to, to access support and help. |  |

**Access to Curriculum**

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| **Objective** | **Strategies** | **Action by whom and when** | **Monitoring by whom and when** | **Outcome** | **Monitoring** |
| To meet the needs of children with SEND across the school | * To access outreach support if needed to work with individuals who have specific SEN needs.
* SNAST to provide support in school once a fortnight.
* AFA coach to help support and monitor the provision for SEN children across the school.
* To provide updates and training for staff regularly when a child with a new and different need enters our school
* Increase TA provision as necessary to meet the wide range of needs
* To ensure early identification of SEN children in order to develop a more proactive approach to provision
* Use of other agencies – Educational Psychologist, SALT, SENSS, Downs Service etc.
 | SENCo in conjunction with Class TeachersSENCo/SNAST/AFA coachSENCo  | HT, SENCo and FS Teachers | Pupils receive the support and help they need in order to progress in their learning. The quality of teaching and planning meets the needs of pupils with SEN/AEN. Fully inclusive wider curriculum. School is aware of any special provision required to the meet the needs of individual disabled pupils and others. We will know who to contact to access help, support and guidance and relevant training and development.  |  |
| To increase awareness and understanding of dyslexia across the school –  | * All staff to attend dyslexia training staff meeting – June 17
* Make staff aware of Intervention programmes that can be used for children with Literacy difficulties
* Meetings 3 x a year with Teacher, TA and SENCo to discuss interventions and IMPACT
* Meet with parents who have dyslexia to raise their awareness and understanding of how they can support their chn
* All staff to request support from SNAST if they are concerned a child in class may have dyslexia.
* Provide teachers with dyslexia checklist for chn they have concerns about
* SENCO/SNAST to advise teachers and TAs about programmes to use
* TA’s who attended 3 day dyslexia course to feed back to other TA’s at staff meeting.
* Source new reading materials and interventions which are dyslexia friendly
 | SENCo/SNASTTermly | HT/SENCo | Dyslexic pupils are given the appropriate support and guidance.  | Dyslexia training given by SNAST - all staff attended and strategies in use in classes. ‘Magic Belt’ series bought in school – dyslexic friendly reading intervention.Parents in Year 2 and 3 have opened up in parent’s evenings and discussed having dyslexia themselves and the impact this has upon them.  |
| Ensure the curriculum is fully accessible to all pupils and there is effective working space for SEN children | * Promote awareness of disability issues through PSHCE and assemblies.
* Use of visual timetables across the school in classrooms
* Provide specialist aids, equipment and ICT where appropriate
* Risk assessments enable children with disabilities to have full access to school life including trips and overnight stays.
* Explore Braille, audio CD and Loop systems for VI and HI pupils if needed.
* Use bungalow for interventions in the afternoon
* Use of SWAMP and quiet working areas within the school
 | SENCo/TA’s HT | HT/SENCo | Pupils will become more aware of issues around disability.Disabled pupils have access to equipment appropriate to their needs.Visual timetables support all childrenWheelchair access across the school. | Bungalow is set up for intervention work.  |