

1. Introduction and aims:

At Shotley Bridge Infant School we believe in providing every opportunity to develop pupils' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, wider aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability. We also offer wheelchair access.

In this scheme we will outline how we can promote disability equality for all disabled pupils, staff, parents', governors and visitors to our school. We also have a duty to publish our Disability Equality Scheme and Accessibility Action Plan which explains how we are doing this now, and what we plan to do over the next three years.

2. Background:

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

It is our duty to make sure that:

- We do not to treat disabled pupils less favourably for a reason related to their disability;
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for disabled pupils.
- We do not discriminate against anyone as explained in the DDA, 1995
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- We will encourage full participation by everyone in our school activities

Our accessibility action plan is resourced, implemented, reviewed and revised annually. Attached is a set of action points showing how the school will address the priorities identified in the plan.

3. Definitions of disability:

A person has a disability if he/she has a physical or mental impairment that is:

- Substantial
- Long-term and
- Has an adverse effect on his/her ability to carry out normal every day activities³

4. Principles:

- Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities Policy and the operation of the school's Special Educational Needs (SEN) Policy
- As an admissions authority our admissions policy applies which does not discriminate a disabled child
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- When recruiting staff disabled people will not be discriminated against
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.
- Our curriculum endorses the key principles in the National Curriculum 2000, New National Curriculum 2014, underpinning the development of a more inclusive curriculum
- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities

5. Purpose and direction of the school's plan:

The Disability Equality Scheme (DES) and Accessibility Action Plan (AAP) aim to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

6. Information from pupil data and school audit:

Information about the needs of disabled people will be gathered through:

- Pupil admission information
- Parental questionnaire
- SIMS data4
- SEN reviews/statements
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies

Achievements of disabled people will be gathered through:

- Data analysis (progress made and value added scores)
- Records of achievement

- Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the school's self-evaluation process and Assessment For Learning Strategies and is used to inform future plans and schemes.

7. Views of those consulted during the development of the plan:

To ensure Shotley Bridge Infant School is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present. Those consulted in the development of our DES and AAP include:

- Pupils and Parents with and without a disability
- Staff
- Governors
- Members of our community with relevant experience
- Local Special Schools and Outreach Teams

Our consultation included questions about barriers to learning and full involvement in school life. We discussed:

- Movement around the building and grounds easily and confidently
- Having equal opportunity to access lessons and other activities
- How we could improve communication between home and school
- How we could raise awareness of the scheme and the issues addressed so that all members of the school community could be more proactive in including disabled people in every aspect of school life

8. The main priorities in the school's plan:

- Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs
- Improve the accessibility of written information to disabled pupils, young people and adults⁵

9. Making it happen:

Audit, management, implementation and monitoring

Audit of provision, Autumn 2014

- Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- Children have individual learning targets, closely monitored and regularly reviewed

- All staff are trained in Assessment for Learning and this continues to be developed and updated
- Analysis of value-added figures allows us to measure the impact of intervention and support strategies for children on the Disability Register (DR)
- Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities
- SEN register is kept up to date in line with SEND Reforms 2014.
- Appropriate and specific intervention programmes for pupils with SEN
- 'Shortnotes' and reviews in place for individuals
- Advice is sought from SEN Support Service Advisory Teacher, Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the building and grounds:

- Structured and supportive playtime and lunchtime activities such as playground buddies
- Ensuring all adjustments to current buildings are DDA compliant
- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit need

(b) learning and teaching:

- We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- Academic progress is monitored and 'value added' considered
- Additional support (small group or 1:1) will be provided where possible
- Individual targets and IEPs ensure aptness of teaching and learning strategies
- Targets will be monitored regularly
- Targets and progress towards them will be reported to parents regularly
- Using RAISE ONLINE, SIMS (EYFS), Assessment Manager and monitoring in school by senior staff, we are able to track and analyse the achievement of all our pupils
- Review of policies in school is ongoing, including updates to the Anti-bullying and PSHE & Citizenship policies

(c) communication methods

- Use of interactive whiteboards
- Use of ICT resources by pupils
- Visual timetables for some pupils
- Newsletters to parent
- Updated website

- Informal discussions with parents
- Telephone messages and conversations with parents
- Most information is available electronically and can be converted to other appropriate formats

The effectiveness of these adjustments will be monitored regularly and the opinions of our 'working party' and disabled stakeholders canvassed. Feedback will come from:

- Pupil interviews
- School Council
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside Agencies

Monitoring and Impact Assessments

The Governing Body will review the Action Plan annually during the Spring Term. We will measure the impact of any changes or initiatives on the quality of school life in its widest. This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:

- Pupils interviews
- Increasing staff awareness
- Parental questionnaires
- Analysis of assessment data

The action plan will be evaluated and updated annually.

Formal review of the scheme will take place after three years (from September 2014)

- The impact of all school policies and practices on disability equality will be assessed at the time of review with the Governing Body and a review group which will include pupils with a disability.
- The school will report on the scheme annually
- The scheme will be reviewed and revised as necessary (and on a three-year cycle)

Obtaining the plan -The scheme will be available on the school website and hard copies produced on request at the school office.