

**WELL GREEN PRIMARY SCHOOL, HALE**

***DISABILITY EQUALITY  
SCHEME, POLICY AND  
ACCESSIBILITY PLAN***



**POLICY DOCUMENT**

**WELL GREEN PRIMARY SCHOOL**

# **DISABILITY SCHEME, POLICY AND ACCESSIBILITY PLAN POLICY**

## **REVIEWED September 2022**

### **Introduction**

At Well Green Primary school, we are committed to ensuring equality of education and opportunity for disabled children, staff and all those receiving services from the school. We aim to continue to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled children will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We will make reasonable adjustments to make sure that the 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 here. Achieving disability equality lies at the heart of our core objectives and values. We look forward to working with disabled people in delivering our commitment to disability equality.

In this scheme we acknowledge that disability is a consequence of barriers that prevent many people from maximum participation in society. Our commitment is to remove these barriers. This document outlines our proactive approach to promoting disability equality for children, employees and visitors of the school.

We recognise that promoting equality for all will improve access for everyone. Our aim, therefore, is to make equality a central part of the way we work by putting it at the centre of policy making, practices, procedures and employment practice.

This first full revision is based on the lessons learnt and progress made in the last 3 years. We accept the challenge to continually improve our provision.

### **The Disability Equality Scheme**

The purpose of a Disability Equality Scheme is to explain in one document how we will make sure that we promote equality for disabled people and challenge discrimination against them. The school recognises its duty under the Disability Discrimination Act 2005 (DDA)

### **The Disability Equality Duty (DED)**

#### **Definition of disability**

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

This covers the following categories:

- Physical co-ordination

- Manual dexterity
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger

The Equality Act 2010 has also extended the definition of disability as follows.

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.
- A visually or hearing impaired person
- A person with a physical disability
- a person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other ongoing condition such as colitis.
- A person with an autistic spectrum disorder
- A person with Downs’s syndrome
- A person with dyspraxia and or ADHD
- A person with dyslexia

## **The Duty**

The Equality Act 2010 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the Equality Act;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Equality Act 2010 and applies to all disabled pupils, staff and those using services provided by schools.

- The school's Board of Governors has three key duties towards disabled children:
- Not to treat disabled children less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled children.

## **Vision and Value**

This school is committed to ensuring equal treatment of all its employees, children and any others involved in the school community with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices or curriculum delivery. We recognise that that we have a responsibility to meet the needs of all through promoting inclusion and recognising diversity. The school will not tolerate harassment of disabled children with any form of impairment, and will also consider the needs of children who are carers of disabled parents.

The Governors and staff of Well Green Primary School recognise that they must have due regard to the need to:

- Promote equality of opportunity between disabled persons and other people.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons. This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- Encourage participation by disabled persons in school life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

## **Gathering and Using Information Data**

In order to fulfil the requirements of the Equality Act 2010 we must be able to identify people who are disabled. For this purpose, we will adopt the definition of disability from the Equality Act 2010.

The school acknowledges that there will be an overlap between those children with SEN and those with disabilities. However, not all children with disabilities will have Special Educational Needs. Our regular monitoring procedures will ensure that we are able to track the progress of these children as they move through each Key Stage. The school currently utilises a fully inclusive 'Provision Mapping' spreadsheet, which tracks the support provided to meet the needs of children with an Educational, Healthcare Plan (EHCP) and SEN support. This spreadsheet also indicates which children are considered to be disabled, for the purposes of the Disability Equality Scheme.

Staff will be able to discuss in confidence with the Head Teacher their disability which will rely on self-identification. This information will not be used for any purpose other than supporting the delivery of the Equality Act 2010.

The Senior Leadership Team and other staff seek to collect information about and develop an enhanced understanding of the needs of disabled people. We will use this information to develop our policies and practice, and to work to ensure that disabled users are not treated less favourably than anyone else. We will make reasonable adjustments to ensure equal opportunities for all.

### **Monitoring**

To meet the Equality Act 2010, all aspects of school life will be monitored to identify whether there is an adverse impact on children and adults with disabilities. The following will be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers and type of disability.)

### **Involvement and Consultation**

The school welcomes contributions from parents of disabled children and parents who are disabled.

The Headteacher has also involved the Governors in the development of the scheme, particularly those Governors involved in SEND and matters pertaining to curriculum and physical access.

The school recognises that the involvement of disabled children, staff, parents and members of the school community who use the school facilities is essential. We will aim to gain their involvement through, e.g.:

- Arranging a meeting with a group of children so that they can share their ideas.
- Using SEND review meetings to highlight any specific requirements.
- Through the SEN Information Report
- Highlighting in the school prospectus and on the school website that the person to talk to regarding the needs of disabled children in the Special Educational Needs Coordinator.
- Conduct effective liaison with pre-schools, playgroups, nurseries, enabling us to understand the needs of individual disabled children as they transfer to our school.
- Conduct effective liaison with SENAS team or other professionals involved with a child
- Reminding parents and carers at Parents' Evenings that staff are available to discuss ways in which we can improve the service we provide for disabled children and parents.

- Advising parents, making parents aware of the 'Local Offer' and School Offer; signposting parents to 'Parent Partnership'.
- Providing parents with information
- Informing all staff that if they wish to discuss issues relating to disability, then they should talk to the Deputy Headteacher or Headteacher.
- Informing all staff that a confidential register of disabled staff is to be created for the purpose of the Equality Act and that inclusion on this list is voluntary and by self-referral.
- All parents and children are encouraged to communicate to the school their concerns and needs so that we can provide, within reasonable means, the best education possible

## **Making things happen**

In order to ensure that action is taken to meet the Equality act an Equality Policy and Accessibility Action Plan has been drawn up to make things happen. It outlines how the requirements of the Equality Act 2010 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and aims to meet the requirements of the six duties through:

### **Promoting equality of opportunity**

- by awareness raising and staff training;
- by ensuring all policies reflect the school's commitment to equal opportunities for the disabled
- by keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- Improving communication.
- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;

### **Eliminating discrimination**

The school is committed to ensuring equal opportunities for all children, employees and users of school services and all school policies and procedures are based on this commitment.

### **Eliminating bullying and harassment**

The school's Behaviour Policy is regularly monitored and reviewed by a team of staff, parents, Governors and students. The latest policy is available from the school's web site or directly from the Head Teacher.

- raising awareness amongst staff and pupils of disability-related harassment
- recognising and addressing bullying and harassment;
- involving pupils themselves in combating bullying;
- reviewing school anti –bullying policy and procedures

- ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
- the use of SEAL materials;
- If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils; this may involve using 'Circle of Friends' approach.
- Promoting positive attitudes
- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by challenging negativity;
- by ensuring representation of disabled people in all positions in the school;
- through the curriculum – SEAL/PSHE/RE;
- through positive images in school books and other materials;
- ensure that disability is represented in posters, collages, displays and learning materials;
- celebrate and highlight key events such as the Paralympics, Deaf Awareness
- Inviting disabled members of the community/organisations to talk to children.
- Encouraging participation in public life
- where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.
- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment
- additional coaching or training for disabled pupils, staff or parents;
- special facilities for disabled pupils at breaks and lunchtimes;
- A policy of interviewing all disabled applicants who meet the minimum requirements for a job.

## **Accessibility Plan**

### **Introduction**

This plan sets out how Well Green Primary and Nursery School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This plan addresses our specific duties under the Equality Act 2010. It forms part of our Single Equality Scheme and also relates to our Accessibility Plan.

The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

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

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in any way which is not accessible for that pupil.

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

### **1A: The purpose and direction of the school's plan: vision and values**

Well Green Primary and Nursery School is committed to ensuring that all its employees, pupils and others involved in the school community, with any form of disability are treated equally. We will ensure that disabled pupils and employees are not treated less favourably in any procedures, practices and service delivery.

The school uses the social model of disability as the basis of its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. We understand that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs.

The school is committed to the removal of barriers to the progress of disabled pupils. We aim to give all children full access to the curriculum at school and to enable them to participate fully in school life.

Our commitment to equal opportunities is driven by our school aims and policies (especially Equal Opportunities Policy and Single Equality Policy).

THE TEACHERS AND GOVERNORS ARE COMMITTED TO THE CONTINUED DEVELOPMENT OF EACH CHILD THROUGHOUT THEIR EDUCATION AT OUR SCHOOL.

- Access for all to a broad, balanced and relevant curriculum, including all the requirements of the National Curriculum, with a particular emphasis on English, Maths and Science.



- To offer equal opportunities to all irrespective of race, culture, language, gender, religion and physical ability. (see our Single Equality Policy)
- To encourage the development of self-respect and to establish positive relationships with others in a caring environment.

The school's policies on Teaching for Learning, Single Equality, Behaviour, Bullying and PSHE promote equality and respect for all regardless of gender, race, colour, disability or impairment.

### **1B: Information from pupil data and school audit**

Well Green Primary School is a single entry primary school with a Pupil Admission Number of 210, there are usually children on roll with disabilities.

Each year in September a 'Cohort Profile' is created which identifies the profile of children in each class. An up to date S.E.N.D register includes children with a range of difficulties including speech, language and communication difficulties, Specific Learning difficulty, emotional and behavioural difficulties. A separate register is maintained of children with medical needs.

We are mindful of the adults in our school community, whether as members of staff, parents and carers or visitors and every effort is made to ensure they have full access to all aspects of the school.

The extent to which Disabled pupils can participate in the School Curriculum:

### **Physical Environment**

- The school has a slope to the front door and a purposely installed ramp from KS2 corridor to KS1 playground. All classrooms have 2 exits but the fire exits usually involve a step.
- School is on two levels with KS2 being accessed up two steps. Year 5 and 6 classrooms have a smaller step from their fire exit.
- There are carpets throughout the corridors and classrooms which greatly improve the acoustics. The school hall has a wooden floor. Double glazing throughout school improves sound pollution from outside.
- School has a secure perimeter fence and gates which enclose the playgrounds and field. The nursery is also fully contained securely within its own fencing and gates.
- The staff car park at the front of school has limited parking and no 'blue badge' space, however parents with disabilities are allowed to park in here to collect and drop off children.
- Emergency and evacuation procedures are displayed in all rooms and are currently accessible to all present. Fire alarms are auditory and in main school hall a visual red light will also be activated should the alarm be raised.

- Furniture and equipment are selected as standard for age related pupils as appropriate. Consideration is given to children who may be taller or smaller than peers and may need a different chair or stool to reach the whiteboard.
- Space for quiet working is provided in the KS2 library, SENCo room or study room.
- The Computer suite has 32 networked computers, 32 ipads and laptops to allow 1:1 work for pupils.
- Each classroom, the junior library and the Computer suite had large screens installed in April 21. These are clear for all children to see and use.
- There is a disabled toilet on the main corridor and a wheelchair accessible door has been installed near the exit with a purpose built ramp.
- There is a handrail and easy to use tap in the KS2 Girls' toilet.
- Lighting (rewired in August 2011) ensures all areas are illuminated to the required standards.
- The large field and two playgrounds provide opportunity and space for a range of play activities, including quiet play.
- Outdoor seating provided in both playgrounds and attention given to children who suffer in extreme temperatures.
- A 'grab rail' is fixed on the wall within a nursery toilet cubicle, reception toilet and a female Y1/Y2 toilet
- The outdoor classroom from Reception class is accessible from the external door, having been raised to allow access
- Laptops are available for children who need to borrow these for Remote Working at home
- Specialist chairs are provided for children who need this adjustment
- Ramps have been installed to the external fire door of Year 3, 4 and the exit onto the playground.
- Raised flooring outside the external door to the infant playground near the junior library and fire exit doors of Year 5 and Year 6.
- Ramp fitted at the entrance to the school gate
- LED lights fitted to some areas (Schedule for replacing all lights)

## **School Curriculum**

- Curriculum provision is always reviewed and resources acquired in response to the needs of individual children in school (e.g. Alphasmart, software, Numicon purchased)
- A visual timetable is used in all classrooms. Equipment/resources are labelled.
- All school visits and trips are accessible to all children (this remains at the discretion of the headteacher should a child's behaviour become a concern) Parents are consulted before a visit should there be any concerns for their child.
- The curriculum is very well planned and taught with due regard given to adapt this to meet the needs of individual children.
- Classroom environment supports learning throughout school.
- Extracurricular activities are available to and accessed by all children, as appropriate.
- Use of Provision Maps to support individual pupils learning.
- Nurture groups or individual work is provided for children identified as vulnerable or having specific needs. There is a Pastoral Leader in school who regularly meets with children who have been identified as requiring additional Social or Emotional support.
- Teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TA's to address pupils' needs as per their Provision Maps and liaise with specialist support services.
- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- A range of Computer software is installed to support learning.
- Circle time, PSHE lessons and assemblies are used to increase awareness of a range of disabilities and the needs of these children/adults.
- External advice is sought to ensure that modifications and risk assessments are made which enable all children with disabilities to take a full part in curricular activities, including trips.
- Communication with parents/carers ensures they are fully aware of school life including the curriculum through: three written reports to parents per year, three parents' meetings per year, homework diaries (KS2), weekly newsletter (N – Y3), whole school newsletters, Parentmail via ParentPay, SEND meetings, half termly curriculum overview, Reading Record Booklet (KS1 and KS2) and our 'open door policy' to discuss individual pupils with parents.

### **Other Considerations**

- Data is collected to ensure we have up to date information about pupils, staff and parents with disabilities.
- We have a clear policy on the administration of medicines.
- Photographs of children with specific medical needs, or allergies are displayed in the register of their class. Information relating to these children is shared with the Midday assistants and kitchen staff.
- Transition meetings are held between year group staff and with secondary school staff to ensure information about pupils' needs is shared.
- Risk Assessments are in place, if required, for children with additional needs
- 'Medical' conditions list for use within school to enable all staff to identify children.
- Parents provided with staff emails for contact

### **Future Developments**

This Accessibility Plan will be reviewed regularly or sooner should the need arise. It will be shared with all staff. The Governing Body have overall responsibility for the plan including direction, monitoring review and updating. The plan will be published for parents when our new website is established.

### **Action Plan**

The following targets have been identified to improve Well Green Primary School's commitment to meeting the needs of the Disability Discrimination Act 1995.

- Continue to purchase or provide resources in response to the needs of individual children.
- Collect disability information from parents about their child and themselves when we send out data collection forms for any new child joining Well Green.
- Liaise with Trafford Services to provide support and guidance to staff for children with additional needs
- To fit hooks for walking sticks to be stored in the KS2 girls' toilet.