



Robin Hood Primary School Accessibility Plan and Disability Equality Scheme

3-year period covered by the plan : March 2013 – March 2016

Introduction

This Plan sets out how Robin Hood Primary School promotes disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, 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 in writing for pupils who are not disabled.**

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

Robin Hood Primary 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.

DISABILITY DEFINITION

A disabled person includes

- 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 on-going 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

This list is not exhaustive but are main examples as given in the guidance 'Promoting Disability Equality in Schools', page 26, (DES 2006)

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 the National Curriculum Inclusion statement. The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

The school's policies on Bullying and PHSE promote equality and respect for all regardless of gender, race, colour, creed or impairment.

1B: Information from pupil data and school audit

Robin Hood Primary School is a one form entry school with 230 children currently on roll. The school caters for a range of needs including Autistic Spectrum Disorder, Visually Impaired, Dyspraxia and Language difficulties. At present there are 41 children on the school's SEN register. 4 of these children have a Statement of Special Educational Needs and the school provides an adapted curriculum and additional support for them in order to enable them to participate fully in school life. No staff have identified themselves as having a disability. The school has carried out a survey with all the parents and carers to establish if there are any other members of the school community who may have some form of disability, this will be repeated in the Summer term 2013. Following this investigation some basic structural changes have been made to the school to increase accessibility for the parents involved. The school will continue to monitor the needs of all the children, staff and other stake holders to ensure that the school continues to provide for these needs appropriately.

Nationally the percentage of disabled members of a school community is about 7%; our percentage is currently less. We will continue to audit the profile of our school population to ensure that we fully identify and include those with disabilities. With other primary schools in our local cluster, we will agree a mechanism by which staff can disclose a disability without disclosing their identity, in order that we can ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

We are mindful of the adults in our school community such as wheelchair users and we are committed to improving access for others who may have similar needs in the future.

1C: Views of those involved during the development of the plan

Head teacher – Mr P Boulton
SEN Governor - Mrs Jeannette Callis
Inclusion Leader – Mrs G Rolfe
Premises Manager – Mr P Woods

All parents and carers were consulted – a more detailed consultation took place with the two parents with known disabilities. A review is to take place in the Summer term 2013 before this policy is put to the Governing body.

2. The main priorities in the school's plan

- Improve standards throughout the school year to ensure all children make expected progress within reading, writing and maths.
- Improve the quality of teaching and learning to ensure all lessons are consistently good or outstanding.
- To improve the outdoor provision and learning opportunities for all children.
- To develop a whole school ICT curriculum with a clear progression of skills and high level of engagement with each theme.
- Improve the teaching of phonics in N, R, Y1 and Y2 so the outcomes for children are in line or above national average at EYFS, Y1 and Y2, particularly children eligible for FSM.
- To develop highly successful strategies for engaging parents that benefits the pupils.

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Visual prompts and resources including visual timetables are used to facilitate access for all pupils deemed in need of them.

Through Assemblies, PHSE and SEAL, disability awareness is promoted in the curriculum.

Staff working with pupils with disabilities receive appropriate training: All Teaching and TA's training needs are evaluated during the performance management cycle and appropriate training opportunities are provided for these members of staff as a result of this.

Our School Development Plan underlines our commitment to equal access and opportunities for all children.

Thorough risk assessments are undertaken as required and take full account of the needs of disabled children e.g. A named adult will provide 1:1 support as necessary.

Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability.

Raise awareness through a poster campaign – children to designer posters to promote the ‘show we care, be aware’ approach to disability awareness. These have been displayed throughout the school.

Assemblies and displays promoting artists/sports personalities/famous people who have disabilities to show that having a disability is no barrier to achievement. Focused work was done with the whole school during the London Paralympics 2012 highlighting the achievements of the athletes taking part in these games.

Selected staff have attended drop-in sessions at Dysart to find ways of making the curriculum more inclusive for children who may have specific disabilities.

Laptops have been made available for individual pupils when needed.

Future Developments

- The needs of all children to be regularly reviewed and resources to be acquired whenever the need arises.
- Selected staff to attend drop-in sessions at Dysart to find ways of making the curriculum more inclusive for children who may have specific disabilities whenever new needs arise.
- Disability equality issues to be incorporated into the planning and learning in Citizenship, PHSE and RE curriculum.
- Develop a range of learning resources that are accessible for pupils with different disabilities. Subject co-ordinators and the ECM Manager to review resources in their curriculum areas and ensure they meet the needs of all pupils within school. When schemes of work and policies are reviewed, check for accessibility.
- Consult external partners and local cluster schools as necessary to gain specialist advice on how to adapt resources.

- Consider OT assessment of classrooms as necessary to ensure needs of pupils with sensory difficulties and dyspraxia are met (e.g. desk height, posture on chair, lights)
- Staff working with children with disabilities receive appropriate training and support to enhance children's access to the curriculum, develop their independence and promote social interaction.
- Training for all staff and governors on Disability Equality issues to include how discrimination, bullying and harassment of disabled pupils be dealt with; the effectiveness of reasonable adjustments and what this means and the promotion of these issues to parents
- Seek external advice as necessary to ensure that modifications and risk assessments are made which enable all children with disabilities to take a full and active part in extra-curricular activities and school trips.
- In future School Development Plans relate some aspects more specifically to disabled children and adults and emphasise that the objectives relate to all regardless of ability or disability.

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

At present the school is fully accessible to the children with disabilities. There have been new ramps places alongside the school gates and at the entrance to the Nursery.

Time-tabled sessions in quiet areas are available to these children during the school day to provide them with a retreat from the main classroom whilst still providing them with full access to the curriculum.

The area outside the KS1 classrooms have been adapted to ensure that all children are safe, while at the same time making the outdoor area more accessible to children with Special Educational Needs.

The development of a quiet/sensory area for pupils with disabilities at the end of the KS1 corridor.

Future Developments

- Ensure all corridors and routes are kept clear of obstacles.
- Consider and adapt lunchtime seating arrangements for disabled pupils.
- Purchase playground equipment suitable for use by physically challenged, HI or VI children as necessary.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

At Robin Hood Primary School all the main signs are in both visual format and in Braille.

There is the facility to enlarge school documents as necessary.

Future Developments

- Enlarge print for children who are visually impaired.
- Ensure the use of Visual timetables throughout the school.
- Use Makaton signing and/or picture symbols for pupils with communication difficulties whenever necessary.
- Simplifying language.
- When reviewing SEN Policy take account of developments which may improve access to the curriculum for children with learning difficulties.

3: Making it happen

Impact Assessment (March 2013)

The school will evaluate the effectiveness of this policy in relation to the following key criteria:

- The increased awareness of staff and governors on issues relating to disability.
Are staff using resources which promote disability and undertaking risk assessments with full regard to the requirements of the DDA and DES, with reasonable adjustments being taken to facilitate access for disabled pupils? Yes
- Have all school policies revised in the last three years been checked for their impact on disabled pupils? Yes
- Does the School Development Plan respond to the needs of those with disabilities? Yes

- Do we have a clear measurable picture of the disability profile in our school community? Yes

In addition, the school will evaluate the effectiveness of this policy by careful monitoring of its action plan, set out below

3A: Management, coordination and implementation

Lead Responsibilities

Head teacher: Mr.P Boulton

Deputy Head teacher: Mrs J Smith

ECM manager: Mrs G Rolfe

Introduction

Increasing the extent to which disabled people are equal participants in the life of the school

Target	Action	Resources	Time scale	Outcomes	Review – Spring 2013
Greater participation in school life	Positively welcome applications to our staff and governing body to promote representation of disabled people.	LA or school budget	The life of this policy	Advertisements for the governing body and staff, welcome applications from disabled people	On-going. Disabled volunteer taken on to support pupils in KS1. 2011 – 2012.
	Discuss and agree mechanism enabling members of the school community to disclose a disability without disclosing identity	Head Teacher and ECM manager.	By December 2012	Disabled people not treated less favourably in any procedures, practices or service delivery.	Staff surveys taking place in which staff are able to make disclosures without having to disclose their identity.

1): Increasing the extent to which disabled pupils can participate in the school curriculum (2A)

Target	Action	Resources	Time scale	Outcomes	Review
Greater participation in the school curriculum	Provide a bank of laptops and typing programmes for children with disabilities/SEN pupils.	LA or school budget	By Sept 2010	Children have access to laptops and they are in use.	Complete sets of laptops now available in both KS1 and KS2. Additional Neo's purchased to allow children to take reading quizzes independently. Nessy is now being used on a daily basis.
	Further training of key staff in the use of visual aids & prompts	AEN training budget	By Sept 2010	Children have fuller & more independent access to curriculum	On-going and on a needs basis.
	Ensure visual timetables are in use across the school.		By July 2010	Visual tables are being used throughout the school.	All classes have visual timetables either permanently displayed or written up on a daily basis.
	Carry out a second audit of school population to identify those with a disability and place them onto a 'disability register'.		By July 2010	There is an up to date disability register in the school.	On-going. Children with additional needs are recorded on the schools Additional Needs register.
Disability equality issues are incorporated into teaching of PHSE, SEAL & RE	Training for all staff on Disability awareness and it's incorporation into the curriculum	Purchase of resources such as 'Just like Us' teaching pack. School budget: PHSE&RE	By July 2010	All staff have had training and the 'Just like Us' teaching pack is in use.	Disability equality issues are discussed during whole class sessions. The 'Just like us' pack has not been used.
Resources, Policies and Schemes of Work meet the	Subject co-ordinators and ECM manager check these documents for	Allocated time	During the review cycle and by December 2012	All policies and Schemes of Work provide for children on roll with disabilities, as far as possible.	On-going. The schools SEN policy is to adapted in the Spring of 2014 in order to incorporate new

needs of children with disabilities	disability awareness and seek advice as necessary				legislation and following the Inclusion leader attending a training course on this.
Risk Assessments enable children with disabilities full access as far as possible	External advice sought as necessary.	Allocated time for ECM manager	Whenever the need arises.	Risk Assessments have been carried out whenever the need has arisen.	Risk assessments are carried out for all school journeys and any activity in school that is over and above that which we normally offer. Individual Risk assessments are carried out for children who have specific needs requiring a risk assessment to be done.
School Development Plan responds to needs of children with disabilities	When revised, SDP emphasises that objectives relate to all children regardless of their disability	Allocated time for SMT School council and annual reviews (pupil voice)	Ongoing.	SDP represents the needs of all children.	On-going. All staff and governors are allocated a priority group to work in. A priority group has been looking at 'Care support and guidance' for two years. The suggestions and findings from this working group are incorporated into the whole school Key Priorities.

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

Target	Action	Resources	Time scale	Outcomes	Review
Physical Environment of school is improved to increase access for disabled members of the school community	Provision of a permanent quiet area for children with disabilities and others with a need.	LA, school budget or Schools' Access initiative	By July 2010	Children are calmer and less anxious and access curriculum and other aspects of school more effectively	Provision was made in the form of a sensory tent. However it was found that it wasn't the ideal place to put it and we therefore only used it outside. In the Spring term 2013 the school set aside a space in the room next to Y2 to set up a more permanent sensory area.
	Provide a sensory area for children with specific ASD needs in the Infant corridor.	SEN budget.	By March 2010	Children are able to access the sensory area when the need arises.	See above.
	Playground routes and internal corridors are clear	All staff members.	Ongoing	All routes are clear.	On-going.
	Consider and adapt lunchtime seating arrangements for disabled pupils.	Lunchtime supervisor's time.	February 2010	Children with disabilities are seated in a suitable position during lunchtimes.	On-going. An additional member of staff has been employed to ensure the safety of our disabled pupils in Key Stage 1.

Target	Action	Resources	Time scale	Outcomes	Review.
	Purchase playground equipment suitable for use by physically challenged, HI or VI children as necessary.	LA, school budget or Schools' Access initiative	As necessary	Disabled children have access to appropriate equipment	Equipment has been purchased to support children's OT needs. To date there has not been the need to purchase equipment for VI or HI pupils.

3): Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled: (2C)

Targets	Action	Resources	Timescale	Outcomes	Review
<ul style="list-style-type: none"> School to inform itself if necessary of services available for visually and hearing impaired children and children with Down's syndrome and other disabilities 	Consult with other schools for advice on good practise. ECM manager to liaise with Dysart school.	Allocated time	When necessary	School will have necessary knowledge to support children with these needs if necessary	Secure links have been set up with Dysart. Staff have attended a number of sessions looking at specific areas in which we can support our disabled pupils. This is on-going.

3B Access to the plan

The governors will report on the school's Accessibility and Disability Equality Scheme within the school prospectus and or within the school profile on line. This will be linked to other reporting requirements in respect of disabled pupils:

- The arrangements for the admission of disabled pupils (in the school prospectus)
- The requirement for the governors of the school to report annually on the school's SEN policy.(Within the school profile on line)

Mrs G Rolfe Inclusion Leader

Mr P Boulton Head teacher

March 2013