



# **Robin Hood Primary School Accessibility Plan and Disability Equality Scheme**

**3-year period covered by the plan : May 2017 – May 2020**

## **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 pupils 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 243 pupils 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 pupils on the school's SEN register. 6 of these pupils have an Educational, Health Care Plan (EHCP) 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 will continue to monitor the needs of all the pupils, 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 - Mr Mark Callis  
Inclusion Leader – Mrs V Wales  
Premises Manager – Mr P Woods  
Parent of disabled pupil in school  
Pupil with a disability

## **2. The main priorities in the school's plan**

- Improve standards throughout the school year to ensure all pupils make expected progress within reading, writing and maths.
- Improve the quality of teaching and learning to ensure all lessons are consistently good or outstanding.
- Ensure pupils with a disability have appropriate support and activities during their break times, which promote the development of their social skill and social engagement.

### **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 pupils.

Thorough risk assessments are undertaken as required and take full account of the needs of disabled pupils 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 pupils and high expectations are maintained for all, regardless of attainment or ability.

Assemblies and displays promoting artists/sports personalities/famous people who have disabilities to show that having a disability is no barrier to achievement.

As required, we seek support from colleagues in local specialist provisions and external professional services.

Laptops have been made available for individual pupils when needed.

## **Future Developments**

- Review learning environments utilising feedback from pupil groups.
- Ensure that ICT resources, including software, is appropriate for pupils with disabilities.
- The needs of all pupils to be regularly reviewed and resources to be acquired whenever the need arises.
- Consult external partners and local cluster schools as necessary to gain specialist advice on how to adapt resources.
- As necessary, consider OT assessment of classrooms to ensure needs of pupils with sensory difficulties and dyspraxia are met (e.g. desk height, posture on chair, lights)
- Staff working with pupils with disabilities receive appropriate training and support to enhance pupil'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 pupils with disabilities to take a full and active part in extra-curricular activities and school trips.

## **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 pupils with disabilities. There have been new ramps placed alongside the school gates and at the entrance to the Nursery.

Sessions in quiet areas are available to these pupils 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 pupils are safe, while at the same time making the outdoor area more accessible to pupils with Special Educational Needs.

The development of a quiet/sensory area for pupils with disabilities in the KS1 corridor which provided a safe space to provide them with a calm time out space, this is known as the Blue Room.

### **Future Developments**

- Ensure all corridors and routes are kept clear of obstacles.
- Consider and adapt lunchtime seating arrangements for disabled pupils, as required.
- Review break and lunch time provision for pupils with a disability to ensure they have adequate opportunities and provision.

### **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 pupils 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 pupils with learning difficulties.

### **3: Making it happen**

## **Impact Assessment (May 2017)**

**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

Inclusion manager: Mrs V Wales

## Action Plan 2017 -2020

Target	Action	Resources	Time scale	Outcomes	Review Notes
<p><b>Access to Curriculum</b></p> <p>Improved provision within learning environments to promote independence.</p>	<p>Reinforce responsibilities of all teachers as outlined in National Curriculum Inclusion Statement.</p> <p>Circulate 'Reasonable Adjustments' classroom checklist.</p> <p>Ongoing programme of staff training on disability awareness .</p> <p>Seek and reflect on the views from focus pupil group.</p>	<p>Twilight Staff meeting time.</p> <p>Twilight staff meeting time. Environment study</p> <p>As required</p>	<p>October 2017</p> <p>October 2017</p> <p>As required</p> <p>July 2017</p>	<p>Increased independence of pupils with disabilities.</p> <p>Higher rates of progress for pupils with disabilities.</p>	
<p><b>Access to Curriculum</b></p> <p>Ensure ICT resources are appropriate for pupils with disabilities.</p>	<p>Review software used across the whole school and how accessible it is for pupils with a disability.</p> <p>Train teachers and TAs in the use of software which can support pupils with a disability.</p>	<p>Staff survey</p> <p>TA meeting/training session. Twilight staff meeting time.</p>	<p>September 2019</p>	<p>Higher rates of progress for pupils with a disability.</p> <p>Staff confidence has increased in the use of ICT.</p> <p>Increased opportunities for pupils to access ICT.</p>	

<p><b>Access to the environment</b></p> <p>Ensure pupils have appropriate activities and provision during break times.</p>	<p>Observe pupil engagement and choice of play during break times.</p> <p>Seek and reflect on the views from focus pupil group.</p> <p>Seek and reflect the views of TAs and sports coaches.</p>	<p>Allocated time</p> <p>Allocated meeting time. (Survey Monkey)</p>		<p>Reduced incidents during break times.</p> <p>Improved pupil well-being.</p>	
<p><b>Access to information</b></p> <p>Ensure documents are available in alternative formats.</p>	<p>Large print formats available for both pupils, staff and parents.</p> <p>Promote the accessibility of printed text in alternative formats.</p> <p>Ensure the use of visual aids throughout the school.</p>	<p>As required</p> <p>Website Footer on written publications.</p> <p>Environment study.</p>	<p>July 2017</p> <p>March 2018</p> <p>October 2017</p>	<p>Increased parental engagement.</p> <p>Improved pupil well-being.</p>	
<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability.</p>	<p>Review PSHE Curriculum.</p> <p>Involve local disability groups in assemblies and visits to school.</p> <p>Monitor displays around the school and seek opportunities to promote/include positive examples of disability.</p>	<p>PSHE Co-ordinator release time.</p> <p>As required</p> <p>Environment study.</p>	<p>March 2018</p> <p>As required</p> <p>On-going</p>	<p>Pupils have positive responses towards those with a disability.</p>	

<p><b>Staff development</b></p> <p>School to inform itself if necessary of services available for visually and hearing impaired children and children with Down's syndrome and other disabilities</p>	<p>Consult with other schools for advice on good practise. Inclusion manager to liaise with external professionals and colleagues within the LA.</p>	<p>Allocated time</p>	<p>When necessary</p>	<p>School will have necessary knowledge to support children with these needs if necessary</p>	
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**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 V Wales                  Inclusion Leader**

**Mr P Boulton                Head teacher**