

The Daiglen School Disability Equality Policy, Scheme and Accessibility Plan

This policy should be read in conjunction with the SEND Policy and Information Report, Equal Opportunities Policy and Inclusion and Race Equality Policy.

Overall responsibility for the school's Accessibility Plan lies with the governing body. The Head Teacher will report annually to governors on the progress toward meeting the targets set in the plan. The plan covers measures already taken, and proposals to improve the school if necessity should arise. The Disability Equality Scheme and the Accessibility Plan is available on request from the school office and is published on the school website as required by the Equality Act 2010. Together with the school's SEND Policy and Information Report, it will be reviewed and revised annually.

The Head Teacher implements the school's Disability Equality Policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them. Educational achievement for disabled pupils is essential to ensure equality of opportunity, full participation in society and access to employment opportunities.

The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education and introduced new duties in relation to disabled pupils and prospective disabled pupils. From October 2010 the Equality Act replaced most of the DDA, however the Disability Equality Duty continues to apply. Additional provision under the Equality Act was introduced in September 2012 which requires schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment Duty.

The Governing Body and staff have three key duties towards disabled pupils:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education
- To improve the delivery of information to disabled pupils and their carers

The Disability Duty in the DDA continues to apply and schools must have due regard to:

- Eliminate discrimination that is unlawful under the Equality Act 2010
- Eliminate harassment of disabled pupils that is related to the disability
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people

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

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA, 'substantial' means 'more than minor or trivial'. 'Long-term' means it has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils can therefore be included in the definition. All pupils who are defined by the DDA as being disabled have, under the disability discrimination planning duties, an entitlement of accessibility within our school. We therefore have a general duty to improve accessibility for disabled pupils.

The Daiglen School has high expectations for all of its pupils and encourages them to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness is actively encouraged through PSHCE and Assemblies. We are committed to equal opportunities and inclusion for all members of the school community. We welcome all pupils and staff, irrespective of ethnicity, religion, age, disability, gender or background. We offer a broad and balanced curriculum and want all our pupils to achieve their full potential during their time with us. As far as possible, we work to ensure that our expectations, attitudes, and practices do not prevent any child from reaching their potential. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability. A positive ethos prevails within the school and we aim to enhance the self-esteem of all pupils and develop a 'problem-solving can-do' attitude in order to overcome barriers to learning for individuals. All pupils follow a full and balanced curriculum, appropriately differentiated according to their needs.

- We will ensure, as far as possible, that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education the school provides.
- We will not treat a pupil with a disability less favourably than others because of the nature of his or her disability.
- We will make reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
- We will do our best to anticipate the needs of a pupil or staff member with disabilities before he or she joins the school.
- We will make staff and pupils aware of the importance of language and take care not to use language that may offend.
- We will ensure that school plans, including the School Development Plan, Asset Management Plan, School Evaluation Form, and Health and Safety Policies reflect measures for developing access for disabled pupils as required.

Admission to the The Daiglen School is non-selective on entrance to our nursery, though assessments form part of our admissions process at points of entry higher up the school. On offering any prospective pupil a place at The Daiglen School, we must be reasonably sure that we will be able to educate and develop the pupil to the best of his or her potential in line with the aims of the school and that he or she will have every chance of a full, happy

and successful time here. Specialist help may be sought in order to ascertain whether the school can make reasonable adjustments that will be to the advantage of a prospective pupil who has a disability. These criteria are applied throughout a pupil's time here and will be reviewed before entry to Key Stage 2. Pupils will not be refused entry due to disability, but the physical layout of the school presents some difficulties for non-mobile pupils. In particular, it may not be possible for them to access the first or second floors. Wheelchair access is provided to the rear of the school via the back gate, and to the front of the school on the ground floor, via the side gate. There are 4 accessible classrooms on the ground floor: (Nursery, Reception, Year 1 and Year 2). Also accessible on the ground floor are the dining room, the hall and the disabled toilet. Currently all pupils in school are independently mobile, should this situation change we would install portable ramps on the small sets of steps on the ground floor. It would be possible to convert the current Y2 classroom for use by another year group which included a pupil with limited mobility. The Art Room, ICT Suite, science facilities and Music Room are, however, all situated on upper floors and there are no reasonable adjustments which would allow for independent access to these.

Our SENCo acts as the school's Inclusion Manager and is the first point of contact for liaison with a range of outside specialists who offer advice, guidance and support in meeting the needs of individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech and language therapists, doctors, social workers, and the staff of voluntary and statutory agencies.

The SENCo will ascertain how individual pupils may be supported and will liaise with parents and staff to ensure that all relevant information is passed on and any appropriate adjustments and preparations are made for the pupil where possible.

Measures which are, or can be, put in place for pupils with specific disabilities

Continence: Arrangements will be made that, as far as is possible, pupils who are incontinent will be supported by the school.

Diabetes: Arrangements will be made that, as far as possible, pupils who suffer from diabetes will be supported by the school.

Epilepsy: Arrangements will be made that, as far as possible, pupils who suffer from epilepsy will be supported by the school.

Anaphylaxis: School meals are nut free and we provide nut-free snacks for all classes. Records are kept on the school's database from disclosure at the point of entry of pupils with allergies and are shared with the caterers. Relevant staff are trained in the application of epi-pens which are kept in school as provided by the parents.

Asthma: Relevant staff follow parental and medical guidance in the administration of asthma inhalers.

In the Infant Department Medication is stored in the form teacher's desk and in the playground medical cabinet. Junior classes each have a medical storage box which follows the class around the school and on external visits.

Hearing Loss: Pupils who suffer from hearing loss, will be placed close to the teacher, who will always try and face the child when addressing the class. If necessary, the teacher may wear a microphone and transmitter.

Mobility: Arrangements will be made, as far as is possible, that pupils who are immobile are maintained on the ground floor classrooms. Hand rails have been fitted on the pupil staircases to the first and second floors to assist those with mobility issues.

Sight Loss: Arrangements will be made that, as far as possible, pupils who are entirely blind are maintained in the same classroom to which they have easy access. Partially sighted pupils will be escorted to less familiar and less accessible areas of the school by staff or an allocated 'buddy' and resources will be differentiated where appropriate.

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away. The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required. We will support, as far as is possible, any child who has a diagnosed medical condition, in order that they can access the curriculum. We will seek to liaise with parents and medical practitioners to draw up a protocol, which if necessary, may form the basis of a One Plan.

Recreational Activities:

Access to recreational activities will be provided as far as is compatible with each pupil's welfare, safety and physical constraints.

- Music lessons: If necessary, classes can take place in the ground floor hall. Some, but not all, instrumental tuition can be transferred to the hall or dining room, with due deference to other timetable uses of the room.
- Outings and residential trips are subject to risk assessments that should take account of disabled pupils. Venues will be asked for their accessibility options.
- Transportation will be provided, as far as possible, by the school mini bus. The bus is not modified for wheelchair access but will be used if wheel chairs can be folded. Parents/carers must consent in writing to transportation by minibus, and agree as to how a disabled pupil gets on and off the bus. Parents/carers may be asked to travel on trips where practical, or parents/carers may transport their own child to the venue.

Sporting Activities:

Access to sporting education and activities will be provided as far as is compatible with each pupil's welfare, safety and physical constraints.

Whilst full participation in sporting activities may be subject to physical restrictions, adjustments can be made to provide for participation, for example:

- Use of a ball fitted with a bell or other audible device to direct partially sighted pupils to its location.
- The use of a runner for pupils with mobility issues but who can bat or kick a ball.
- In gymnastics the use of physical exercises that concentrate on the upper trunk rather than the legs for pupils with mobility issues.
- The use of a mentor or support assistant to work with the pupil during a specific activity.
- The use of novelty games, as well as standard school sports, to promote greater accessibility to competition.
- Providing training for PE practitioners at school

Welfare:

The welfare of pupils with disabilities will be managed by the following measures:

- Depending on the extent of the disability and the wishes of the parents/carers, to provide for the appointment of a mentor, (a member of staff , Year 6 pupil or a member of the class). Pupil mentors may be appointed for limited periods – even on a weekly or daily basis – depending on the role.
- To be aware of the possibility that pupils with specific disabilities may be the subject of bullying or teasing and to encourage the disclosure of any instances by either the victim or onlookers. To include this within the Anti-Bullying Policy of the school and as part of the content of the PSHCE curriculum.
- To promote awareness of disability and of those who overcome it through highlighting the achievements of others e.g. paraplegic athletes and to seek other disabled role models within the curriculum.
- To ensure that in its practices the school treats disabled pupils equally alongside all other pupils in accordance with the school mission statement.

Resources:

The school regularly reviews the way resources are matched to the needs of all pupils. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training. Such adjustments are dependent upon individual needs. We seek and respond to feedback from our parents and pupils.

Information:

Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as large print, or it may be transmitted orally, or through ICT.

Staffing:

When advertising posts, interviewing applicants, or deciding on appointments, the governors and Head Teacher will follow the necessary procedures, and will not discriminate against people with disabilities.

Should a member of staff become disabled, the governing body will make reasonable adjustments, where possible, to that person's employment arrangements, or to the premises, in order to enable them to continue in the post.

All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

Reviewed LD January 2018

The Daiglen School Disability Access Plan

The following plan outlines the key actions to be carried out with regard to meeting the Disability Equality Duty, in line with the SENDA 2001. (Special Needs and Disability Act)

We aim to:

- implement the actions in the scheme within three years
- review the scheme yearly
- revise the scheme every three years

Section 1: An audit of the present position

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.		*	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		*	
Are your classrooms optimally organised for disabled pupils?		*	
Do lessons provide opportunities for all pupils to achieve?	*		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	*		
Are all pupils encouraged to take part in music, drama and physical activities?	*		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	*		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	*		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		*	
Do you provide access to computer technology appropriate for pupils with disabilities?		*	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		*	
Are there high expectations of all pupils?	*		
Do staff seek to remove all barriers to learning and participation?	*		
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		* ground floor only	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		* ground floor	

Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		*	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		*	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			*
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		*	
Are areas to which pupils should have access well lit?	*		
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment?		* ICT rm Music rm	
Is furniture and equipment selected, adjusted and located appropriately?		*	
Access to the written word			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		*	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	*		
Do you have the facilities such as ICT to produce written information in different formats?	*		
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?			* on a needs basis

Section 2: Identification of the key points specifically appropriate for The Daiglen School

- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods
- Form teachers and subject coordinators are responsible for making appropriate use of information provided by the SENCo and identifying probable areas within their subject where pupils could experience difficulties. The annual School Development Plan may include a component which considers how the curriculum will be adapted to meet the identified needs of pupils who will be taught in the coming academic year.
- Line managers should identify staff development needs to improve their ability to meet the needs of pupils and include these within the performance management systems
- Links should be developed with relevant agencies, when appropriate, that can extend the expertise of staff and extend the learning experiences of pupils
- All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a child is not suited to an activity, and have an alternative available.

Access to the physical environment:

- Within the context of our site, which is a three storey Victorian building, the possibility of improving access for disabled students will be considered when undertaking refurbishment. Consideration will be given as to whether making alterations will be part of a logical plan, and provide value for money. Where a risk assessment has been undertaken relating to a pupil with a disability, teachers should implement the recommendations within their own teaching environment.
- Portable ramps will be obtained and used where appropriate.

Access to written information:

- Pupils who have difficulty accessing standard size print should have this fact identified on, or prior to admission. The SENCo, will inform all staff at the INSET meeting before the child starts school.
- The SENCo will communicate individual requirements for enhanced scripts to teaching staff.
- Staff must ensure that the specific needs of every pupil has been met by forward planning of lessons, and the production of differentiated material to meet identified needs.
- Consideration must be given to the text presented to pupils, considering the need for simplified versions where this is appropriate
- The use of interactive whiteboards must be considered in the context of pupils' disabilities. Recognition must be given that some formats, whilst beneficial to many pupils, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled pupil is working.

Section 3: Action Plan for improving accessibility 2015-2018

Target	Tasks	TIMESCALE 2015-2018	Responsible staff	Success criteria
Access to the curriculum				
Information about pupils' accessibility	System of Provision Mapping to collate and distribute information regarding pupils with identified disabilities	Termly updates	LD, form teachers	Information available for staff – Provision Mapping, centrally stored for all staff to access
Pupils' One Plans	All pupils with identified disability to have their support reviewed	Written and reviewed termly by staff, pupils and parents	LD, form teachers, TAs	Review of One Plans to have been undertaken and collated, recommendations discussed and implemented as necessary
Barriers within subjects	Identify if barriers exist and ensure that development plans identify necessary actions to be taken	Yearly Development Plans written reviewed	Subject coordinators	Development plans contain elements to tackle identified issues related to disability
Links with external agencies	Request permission from parents/carers for school to contact outside agencies as necessary, i.e. health visitor, speech and language therapists, etc.	As necessary	LD, form teachers	All pupils assessed as having a disability referred to relevant agencies and receiving appropriate support asap after entry.
Increased staff awareness	Provide appropriate training opportunities for teachers and TA's	Form teachers to make staff aware of pupils' needs if appropriate	LD, form teachers	Staff are confident with their ability to teach identified pupils

		Training provided when appropriate		effectively
Review provision within music, and PE	Ensure these subjects provide access for identified pupils, where possible	As necessary	TLM, J Duff, ND, JP	Subject areas of access difficulty identified for inclusion in action plan
Trips	Review accessibility for identified pupils on trips	At planning stage	Teachers planning trips.	Risk assessments completed when planning trips to ensure accessibility issues considered
Access to the physical environment		Timescale 3 years		
Steps	Work in conjunction with caretaker to identify problem steps/stairs	As necessary	LP TD	Provided hand rails around the school to alleviate issue
Painting/decor	Where this is undertaken, consideration to be given to sight impaired students.	As necessary	LP TD	Décor neutral and calm.
Toilets	New provision to be adaptive as far as possible to probable needs.	As necessary	TD Link governor	Refurbishments are dependant on financial constraints and within the scope of the SDP.
Evacuation procedures	Review of procedures	Regularly	TD LP	Reviewed needs of disabled pupils and what they do during emergency situations

Lighting of entrances	If appropriate	As necessary	TD LP	Consideration of the type of replacement lights purchased
Appropriate furniture	As guided by external professional advice and reports relating to disabled pupil	As necessary	LD TD	Ensure identified needs are met.
Wheelchairs	Site survey to identify accessible rooms	As necessary	TD Link governor	Identify rooms that give access to wheelchair users to facilitate full access to the curriculum
Access to written information				
Access to ICT projection/laptops for text entry/I pads	Make relevant ICT available to pupils with specific needs Large print option for information on website to be made available	As necessary	LD ZJ LP	Pupils to be using appropriate ICT equipment Staff to be aware of how students can use ICT to support their learning
Availability and awareness of resources	Resources to be sited in. SEND base in music room, or in classrooms	As necessary	LD	Staff have access to appropriate resources