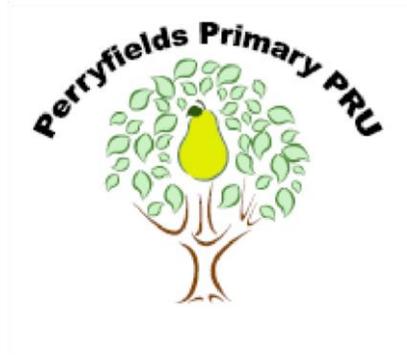


# PERRYFIELDS PRIMARY PRU



## EQUALITY AND DISABILITY POLICY

Written  
July 2019

<b>Review Date</b>	<b>Reviewed Date</b>	<b>Reviewer (Who?)</b>	<b>Action (Ratified by Management Committee - Who?)</b>
<b>October 2020</b>	<b>22.09.2020</b>	<b>Education Sub Committee</b>	<b>Ratified by Management Committee 06.10.2020</b>
<b>October 2022</b>		<b>Education Sub Committee</b>	
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## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Management Committee has had three key duties towards the school's stakeholders (to include governors, staff, parents, carers, pupils and any visitors to the school), under Part 4 of the DDA:

- not to treat disabled stakeholders less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled stakeholders, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled stakeholders through an Accessibility Plan (AP);

This plan sets out the proposals of the management Committee of the school to increase access to education and information for all stakeholders of the school in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled stakeholders can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled stakeholders can take advantage of education and associated services;
- improving the delivery of information to make it accessible for all stakeholders;

This is taken into account in the School Accessibility Policy which is reviewed every three years or sooner if necessary.

Schools also have a duty towards disabled staff and the general public. As such, this policy widens the school's responsibilities to take account of all disabled people, stakeholders, staff, parents and visitors. All disabled people connected to the school will be asked to participate in the positive promotion of disability and in the elimination of discrimination. Reference is therefore made to disabled stakeholders unless there is the need to specifically identify a particular group e.g. disabled pupils in the classroom.

The policy is also coordinated with the duties in such areas as race, health and safety and human rights. The school takes "reasonable adjustments" to ensure all disabled stakeholders are not placed at a substantial disadvantage. To make these reasonable adjustments we:

- Plan ahead;
- Identify potential barriers;
- Work collaboratively with disabled people;
- Identify practical solutions through a problem solving approach;
- Facilitate staff training in the necessary skills as appropriate;
- Monitor the effects of the adjustments and this policy;
- Recognise the importance of home school partnership and look to parents/carers to inform the school at the earliest opportunity if they or their child has a disability;
- Consider the effect of any proposed change upon all members of the school community and the available resources.

## **Definition of disability**

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 today activities”*

Physical or mental impairment includes sensory impairments and also hidden impairments. The definition is broad and includes children with a wide range of impairments, including learning difficulties, dyslexia, autism, speech and language impairments, ADHD, diabetes or epilepsy. An impairment does not mean a person is disabled. It is the effect this has on their ability to carry out normal day to day activities. In schools there is an overlap with SEND but not all disabled pupils will have special needs, e.g. those with asthma, heart problems, cancer etc. Not all SEND pupils have a disability e.g. some children with emotional and behavioural difficulties. A disabled child has SEND if they have a disability and a greater significant difficulty in learning than the majority of other children their age and need special educational needs provision in order to access the curriculum.

To test whether impairment affects normal day to day activities is whether it affects one or more of the following:

- Mobility - getting to and from school or going on school visits.
- Manual dexterity - holding a pen, throwing a ball, playing an instrument.
- Physical coordination - washing, dressing, taking part in PE. □ Ability to lift objects - to carry a bag □ Continence - going to the toilet.
- Speech - communicating with others or understanding what they are saying □ Hearing - hearing what people are saying or on a DVD or tape. □ Vision - being able to see clearly (with glasses/contact lenses) □ Memory - concentrating on and understanding information.
- Perception of danger - touching hot objects, crossing roads safely

## **The purpose and direction of the school’s Equality and Disability Policy: vision and values**

Inclusion at Perryfields is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole school policy – equality applies to all members of the school community - pupils, staff, members, parents/carers and visitors.

It is based on the following core values:

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstances. We strive to include and engage all stakeholders and to prepare our pupils for full participation in a diverse society.

This school will take steps to:

- Promote equality of opportunity and access
- Promote racial equality and good race relations
- Oppose all forms of prejudice and discrimination
- Ensure stakeholders with a disability have access to the school buildings and to the curriculum

We will strive to eliminate discrimination, harassment related to disability, promote equality of opportunity between disabled and other people, promote positive attitudes towards disabled people and to take account of disabled people's disabilities even when that involves treating disabled people more favourably than other people.

### **Information from pupil data and school audit**

A key starting point for the school's Accessibility Plan will be an assessment of:

- the nature of the school population;
- the nature of the school, including a consideration of the impact of the school's existing plans and priorities.

The Accessibility Plan covers those people currently in or actively involved in the school and those who are absent due to illness or exclusion, but who still need access to information. We will also be responsive to the needs of any future pupils identified through admissions.

The Management Committee, staff and parents/carers will maintain an overview of:

- the level of awareness of what is required for the pupils;
- where applicable the presence of disabled stakeholders in the school and the pattern of their participation in the life of the school;
- the profile of disabled stakeholders coming into the school and of those who may not have been admitted to the school up until now;
- detailed information on how well disabled pupils are accessing the curriculum:

- Assessment data within each academic year.
- Patterns of attendance and exclusion.
- Participation in extra curricular activities, school trips and sports events. - Issues such as bullying, peer relationships, medicines, role models.

They will also analyse the impact on disabled people in the way the school is organised, looking at:

- The physical environment and accessibility of the school site.
- School policies and procedures and the effect these have upon stakeholders.
- The way information is provided.
- Priorities in the School Development Plan.
- Gathering information on the recruitment, development and retention of disabled staff.

### **Views of those consulted during the development of the Accessibility Plan**

The Plan will be informed by:

- the views and aspirations of disabled children and young people themselves;
- the views and aspirations of disabled staff and members;
- the views and aspirations of disabled parents/carers and parents/carers of disabled pupils;
- the views and aspirations of other disabled visitors;
- the views of all staff regarding disabled stakeholders and adults;

Consultation will be organised in a way that is accessible to the particular groups who are being consulted and to show how the views of these different groups have influenced the Accessibility Plan.

### **The main priorities in the school's Accessibility Plan**

Increasing the extent to which disabled pupils can participate in the school curriculum.

The Accessibility Plan has 3 main strands:

- Increased access to the curriculum for disabled pupils.
- Improvements to the school environment to increase accessibility for disabled people.
- Improvements in the provision of information for disabled people.

This will be achieved through the School Development and Accessibility Policy. The school will also draw upon the expertise of external partners e.g. speech and language therapists (SLT), occupational therapists (OT), learning support (LS) and medical education teams (MET).

We will take account of curriculum planning, timetabling and the appropriate deployment of teaching assistants. We will also consult with disabled pupils and their parents/carers.

The Accessibility Plan will set high expectations for disabled pupils to ensure that significant progress can be made and they maximise their potential.

For disabled pupils consideration must be given to particular situations:

- PE for pupils with a disability;
- Sex education for pupils with inherited conditions;
- Music for deaf and hearing impaired pupils;
- Easy language or taped information for pupils with learning difficulties;
- Pictures and symbols for pupils with communication difficulties;
- Preprinted homework for dyslexic pupils;
- Large print for visually impaired pupils;
- The height of desks;
- Seating arrangements;
- Classroom organisation so disabled pupils can freely move around;
- Clear signs for visually impaired pupils especially health and safety advice;
- Lighting that supports lip reading and visually impaired pupils;
- The self esteem of disabled pupils by promoting positive images of disabled people in books, teaching materials and the wider curriculum; □ The elimination of bullying towards disabled pupils. □ Toilet facilities for the disabled.

Upon request we will endeavour to produce school information in different formats for disabled stakeholders:

- Braille

- Large print
- Audio copies

The consideration of disabled adults visiting the school

- Reception and toilet facilities for wheelchair users
- Safe floors securely fixed and not over polished
- Clear signs

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

An environment that welcomes diversity and difference and a school that learns how to improve access for disabled people will be good for all.

- improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings;
- improvements to toilet;
- changes to the layout of the playground and other common areas;
- the provision of ramps and improvements to doorways;
- the provision of particular furniture and equipment to improve access; □ enlarged computer screens and keyboards;
- established quiet areas.

Funding for improvements to the physical environment of the school may come from a variety of different sources:

- Funding may be needed for major capital works. This has to be coordinated with the local authority's priorities;
- Devolved formula capital funding can meet the costs of some of the priorities;
- Requesting LA support to meet the costs of particular equipment that may need to be provided for disabled stakeholders e.g. large key calculators;
- Consideration would be given to accessibility needs when planning any future improvements to the school.

Improving the delivery of information that is provided in writing for stakeholders who are not disabled:

Information for disabled stakeholders – provided in writing for stakeholders who are not disabled might include:

- handouts, timetables, worksheets, notices, information about school events, and will be in response to need

Improving the delivery of information might include making information available in:

- Braille, large print, simplified language, on audiotape, on videotape, through sign language, using a symbol system.

The school's Teaching and Learning, marking and assessment policies will consider these pupil's needs.

## **Making it happen**

- Management, coordination and implementation.

The Accessibility Plan runs for 3 years. It is reviewed and reported upon every year to the Resources Sub Committee.

## **Implementation:**

**Allocation of Resources** will be the responsibility of the Headteacher and the Resources Sub Committee both human and financial.

Support from the LA will be sought as and when required.

**Review** will take place every three years or as necessary. This will assess the effect of the plan on staff confidence, disability access and the achievements of disabled pupils.

## **Getting hold of the school's Accessibility Plan**

Hard copies of the Accessibility Plan are available upon request.

All stakeholders, whether disabled or not, are encouraged to contact the school to offer advice on the Accessibility Plan or on wider issues of disability and inclusion.