



# Arkwright Primary School

## Disability Equality Scheme

2015 - 2016

Agreed June 2015

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 (revised in 2005) to cover education. Since September 2001, the Governing Body has 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; and
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Arkwright Primary School to increase access to education for disabled pupils in 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; and
- 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 Disability Equality Scheme (DES) and Accessibility Plan are resourced, implemented, reviewed and revised as necessary, and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **1. Starting Points**

#### **1a: The purpose and direction of the DES and Access Plan: the school's vision, aims and values**

##### **Our Mission Statement**

Our Mission Statement is 'To be the best you can be! Working on strong partnership with other agencies, we at Arkwright Primary seek to provide an inclusive, supportive and excellent school community, where all children can achieve their full potential – educationally, socially and emotionally – in a safe, happy and healthy environment, so that they can make a positive contribution to society and achieve economic well-being.

##### **Our School Aims**

- To provide a balanced, broad and relevant curriculum, which complies with the legal requirements of the National Curriculum and Foundation Stage.

- To provide lively and stimulating teaching in an environment which arouses the curiosity and interest of the pupils and where work is matched to individual ability.
- To enable all pupils to fulfil their potential and acquire knowledge, skills and understanding, and to make good progress as learners, especially in English, mathematics and Information Communication Technology (ICT).
- For pupils to be involved in worthwhile activities and encouraged to take responsibility for their learning.
- To help all pupils acquire and apply knowledge, skills and understanding in real-life contexts to prepare them as consumers, workers and citizens in the 21<sup>st</sup> century.
- To foster respect and consideration for all people at all times.
- To promote equality of opportunity and so give everyone access to all learning experiences and social activities of the school.
- To value the local and wider community and promote links to contribute to the social and cultural development of the pupils.
- To encourage the involvement of all – parents, relatives, Governors and friends – in life of the school and the local community.
- To encourage physical activities, promote healthy lifestyles and care for the environment.

### **Our Values**

Arkwright Primary School values are: Respect, Responsibility and Resilience. All members of staff are committed to these values and to removing as many barriers to learning as possible for all children. To ensure our pupils with special education needs (SEN) or learning difficulties or disabilities (LDD) have full access to learning and other school experiences/events, we work closely with other agencies, ensure staff undertake relevant training and adapt our environment and lessons appropriately.

These values underpin our policies for Equal Opportunities and Inclusion, Race Equality, Anti-Bullying and Special Education Needs. Our Behaviour and Discipline Policy also holds these values. A clear system of rewards, based on merit stickers, certificates and golden time includes all children and encourages good behaviour and respect towards others.

In order to promote disability equality for disabled pupils, staff and parents, we aim to reflect the six elements in the DDA's general duty, which are to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act

- Eliminate harassment of disabled people that is related to their disabilities
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Arkwright Primary School defines disability in line with the current definitions in the DDA. This means that we define disability as:

**'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.'**

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or severe disfigurement. There are special provisions for people with progressive or recurring conditions.

**1b: Information from pupil data and school raise online**

<b>Number of pupils (2015)</b>	112
<b>Free School meals eligibility</b>	39.7%
<b>Special Educational Needs:</b> Without statements: With statements or school action +: Pupil covered by DDA:	1.1% 13 %
<b>Social Deprivation:</b> <b>Key Stage 1 school rank:</b> <b>Key Stage 2 school rank:</b>	61/297 58/287
<b>Authorised absence:</b>	3.6%
<b>Unauthorised absence:</b>	1.24%
<b>Number of teachers:</b>	4 full-time FTE (including Headteacher) 2 part-time
<b>Number of teaching assistants:</b>	7 – with a total of 139.18 hrs

The school is informed of pupils with additional needs who may be wishing to attend the school by the LA, local feeder nurseries and parents. The Headteacher and SENCO meet with parents, the child, teachers and other agency workers to discuss the needs of the child. This enables the school to make any adjustments necessary in time for the child starting at the school.

Currently we have 1 child in the school with physical disabilities related to mobility. 4 Children have behaviour/emotional difficulties and 2 children have ADHD – these children are supported by the Behaviour Support Service.

**How our school already meets the requirements of the DDA and supports those with SEN or LDD:**

- Specialist learning resources have been purchased and are used effectively, e.g. Numicon, laptops.
- Staff training on 'Makaton', Dyslexia, Autism etc, and deployment of learning support.
- Areas are clutter-free to allow clear movement through and around the school.
- A large, disabled toilet, with couch, is in place (to Derbyshire standard) + two disabled toilets.
- Using a range of teaching styles and catering for different learning styles, and considering grouping arrangements.

- All children have differentiated access to the whole curriculum, including PE, school visits and extra-curricular activities.
- LA risk assessments, adapted to meet the need of our children, are carried out and shared with staff and children.
- Health and Safety checks and audits are regularly carried out to ensure the safety of all pupils, staff and others using our building.
- Provision is made for SEN and LDD children to carry out SAT's tests (if entered) through use of laptops, having an amanuensis, a reader, a transcription, extra time, rest breaks etc. Any additional support I approved.
- We offer our children good pastoral care through trained lunchtime supervisors and Listening Ear counsellor.
- We have clear procedures for the administration of medicines and all our staff are First Aid trained.
- We are working towards the Derbyshire 'stop' award for preventing and tackling bullying.
- Attendance is closely monitored and recommended guidelines are strictly followed.
- Involvement of the LA, parents and outside agencies, through regular meetings, informal discussions, classroom observations and formal reports, enable us to better the needs of those with SEN or LDD.

*In order to fully meet the requirements of the DDA, we have identified three priorities in our accessibility plan, which are incorporated into this scheme.*

### **Currently, how well do SEN and LDD pupils achieve?**

We monitor the progress of our SEN/LDD pupils, using the same criteria we use for all pupils including:

- Test results
- Teacher assessment
- End of Key Stage outcome
- Involvement and achievements in extra-curricular activities.

Raise Online data will be analysed annually to see how those pupils covered by the DDA have performed academically compared to other groups of children in the school. Schools termly analysis of data and pupil progress meetings ensure potential underachievement is identified early and appropriate intervention put in place.

### **1c: Views of those consulted during the development of the DES and Access Plan**

Information is gathered from a range of people associated with the school and is used in school policies, the school development plan, setting priorities and monitoring outcomes. The information is needed to allow the school to plan for the future so that the needs of the local disabled community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.

We have also gathered information about recruitment, development and retention of disabled employees. Please see our Recruitment Policy for further information.

In our school we look on the issue of someone not being able to access something because of the disability as being a problem with what is provided, not the person using the facility or accessing the provision. We would encourage people to make their needs known to us so that we can ensure that they do have full access.

#### **Views of the disabled community**

In updating the schools Disability scheme we recognise that we need to keep one of the priorities in the action plan to look at how we can keep this information up to date and involve members of the disabled community in the on-going life of the plan. This will improve the quality of the information available when the plan is reviewed.

#### **Views of Parents**

We operate an open door policy in the school and actively encourage to share their views and concerns about school and their children. Views are logged and shared with staff, if appropriate, and taken into account during the development of this plan. Views are also shared at parents' evenings, SEN review meetings, through school reports, regular newsletters and home-school link diaries.

Furthermore, a questionnaire is sent to parents annually. The school uses the questionnaire responses to inform the school improvement plan.

#### **Views of children**

We consult the children through an annual questionnaire, school council meetings, assemblies, informal conversations and PSHE. The result of the last questionnaire were used in the development of the School Improvement Plan.

The views of disabled pupils are sought and recorded (see reports of statement reviews), and have been used in the development of this plan and scheme.

### **Views of other agencies**

Regular consultation takes place with other agencies, such as Behaviour Support, Educational Psychologist, EWO, Physical Impairment, Speech and Language, CAMHS and DCC. Views are shared and advice sought and taken. Many professions speak favourable of the work we do in school to care for and support our SEN and LDD children.

### **Views of Governors**

The view of all governors were sought at Full Governors' Meeting and the key priorities, as stated below, were agreed. It was decided that a subsequent sub-committee meeting would monitor the action plan and consider any changes to be made. Governors will review this plan on an annual basis.

## **2. The Main Priorities in the Disability Equality Scheme**

The school has identified its priorities through:

- Data collection – PLASC, Raise Online and County data, in-house assessments and tests.
- Consultation – parents questionnaires, school council, multi-agency meetings and reports, staff and governor meetings, service reports.
- The school's self-evaluation and school development plan.
- DCC's 'The Physical Environment Accessible Schools Checklist'.

Our three priorities are the same priorities identified in our accessibility plan:

1. **Increase the extent to which disabled people can participate in the school curriculum to achieve their full potential.**
2. **Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**
3. **Improve the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.**

We will work closely with our disabled pupils, their parents and the disabled community to ensure that all views are heard and are used to help formulate actions and decisions (see action plan).

We will work proactively to make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils. Through this we promote equality for disabled pupils and aim to secure their participation in every aspect of school life.



### **3. Making It Happen**

#### **3a. Management, co-ordination and implementation**

We will ensure that the policies and the climate of the school are designed to meet the needs of all AN pupils. We will be revised on a regular basis by Staff, taking into account the changing needs of pupils attending (or going to attend) this school. This plan is clearly linked to the School Development Plan.

The evidence used to aid the plan will be looking at:

- Additional need type of pupils in school and joining our school.
- Effectiveness of differentiation in lessons and on planning.
- Effectiveness of additional adult support.
- Progress of pupils with AN, compared to other groups.
- IEP review meetings and Statement reviews.
- External agency reports and input.
- New government/LA policies and initiatives.
- Feedback from parents' evenings and questionnaires.
- Feedback from pupils'.

The governors and staff of Arkwright Primary are fully aware of and kept up to date on SEN legislation, the DDA, ECM, school policies and the School Development Plan.

The SENCO has strong links with many external agencies and departments within Derbyshire LA:

- ❖ Social Care
- ❖ LA agencies – Physically Impaired Service, Behaviour Support Service, Support Service for the Deaf/Hearing and Visual Impairment etc
- ❖ CAMHS, Autism Outreach.

#### **3b. Getting hold of the school's DES**

This plan was published in Spring 2015 and will be in operation until Spring 2018, when it will be reviewed and revised. We will report annually, at the beginning of the school year, on the progress we have made on our action plan and the effect of what we have done.