

Friezland Primary School
Disability Equality Scheme / Accessibility Plan

Introduction

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under the 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 duty requires schools to produce an Accessibility Plan that identifies the action the schools intend to take over a three year period to increase access for those with a disability.

In addition, the Disability Equality Duty (2006) requires all schools to extend the planning for pupils to include the needs of staff and visitors to school whose needs are covered by the remit of the Disability Discrimination Act and also to:

- promote equality of opportunity;
- eliminate unlawful discrimination;
- eliminate disability-related harassment;
- promote positive attitudes towards disabled people;
- encourage disabled people's participation in public life and
- take steps to take into account people's disabilities, **even where that involves more favourable treatment.**

Aims

As such, Friezland's Disability Equality Scheme incorporates its Accessibility Plan and aims to:

- maximise the extent to which disabled pupils can participate in the school curriculum;
- improve the school environment to increase the extent to which disabled pupils, employees, members of the community and other service users, take advantage of the education and associated services offered;
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled and
- improve the access to information generally for all employees, members of the community and other service users.

Guiding Principles

At Friezland, the principle that guides our provision for pupils and the creation of an environment in which employees, members of the community and other service users can interact and carry out their duties safely and free from any form of barrier to access, is one of inclusion.

Furthermore, Friezland School has:

- Involved pupils, staff and visitors to the school with a disability or personal experience of a disability, in producing its disability Equality Scheme (DES) and its Accessibility Plan.
- Arranged to report on progress, review and revise the DES/AP annually, through the Learning Team, comprising staff, governors and parents, and through reports to the Governing Body.
- Published the DES in a newsletter and on the school's website (November 2007 and 2009) and
- Demonstrated how school will action the identified activities to achieve the desired outcomes as part of the school improvement plan (**Appendix 1**). This plan (Autumn 2007 – 2010) also details resources needed to achieve its aims, which

are focused upon meeting the needs of the following groups, which are, or could be represented in the school community:

- physically disabled
- hearing impaired
- visually impaired (including being colour blind)
- dyslexia
- other specific learning difficulties including dyspraxia and dyscalculia
- Autistic Spectrum Disorders including aspergers
- lactose intolerance
- allergies (including hay fever, animal hair, nut)
- asthma
- eczema
- size
- speech impediments
- emotional and behavioural needs
- diabetes
- any other medical condition

The current disability profile for Friezland School can be seen at **Appendix 2.**

Purpose and Direction: vision and values

The aim of the Headteacher, Governing Body and school community is to ensure that all aspects of school life are accessible to everyone. As such additional needs of children, staff and visitors to the school are taken into account in all planning and the provision of resources and facilities, to ensure the best outcomes for all. Friezland School has an ongoing commitment to continually improve accessibility through strategic planning and prudent budget management in consultation with pupils, staff and friends of the school.

Friezland Primary School sets high levels of challenge for all its pupils and expects them to participate in, contribute to and achieve in all aspects of school's life.

Friezland School is committed to equal opportunities as determined by the National Inclusion Statement and supports those aims to:

- Set suitable learning opportunities
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Information from pupil data and school audit

Friezland Primary is a small rural primary school. The profile of pupils, staff and visitors to the school, who have a physical or mental impairment which has a substantial and potential long-term adverse effect on their ability to carry out normal day to day activities is detailed in **Appendix 2**.

Poor attendance due to medical reasons, is a barrier to learning for a very small minority of pupils (2%).

School policies relating to Inclusion, Special Educational Needs, the Administration of Medicines, Educational Visits, Behaviour Management, Equal Opportunities, Health and Safety, the Curriculum and Learning and Teaching reflect the need for differentiation to take account of the necessary responses for children who are within the remit of the SEN and Disability Discrimination Act.

All policies are regularly reviewed.

The Headteacher is responsive to the training needs of staff, ensuring that everyone feels supported and is confident in their ability to provide the range of care and support needed by all pupils.

Thorough monitoring and evaluation of provision ensures that appropriate responses are made to individual / group needs; in this way well-being and achievement is maximised.

The staff of Friezland is aware of the educational impact of disability. Their participation in training programmes aimed at increasing their understanding of the needs of children with dyslexia, for example, has ensured that this group of children achieve well and that their needs are well catered for.

Only three per cent of the school population is in receipt of long-term individual programmes of additional to and different from interventions through School Action Plus or through a Statement of Special Education Need.

Continued improvements over the last three years, to the standard of quality teaching first, has resulted in the majority of children with identified educational needs (about 10%) having their needs met through School Action and short-term small group interventions.

All pupils with special educational needs and those with disabilities take a full and active part in all aspects of school life. All pupils make at least good progress and contribute to all whole school activities.

Members of staff with disabilities are encouraged to discuss their needs in confidence with the Headteacher and/or the Special Needs Coordinator, who then strive to meet them as sensitively as possible.

Views of those consulted during the plan's development

The plan (**Appendix 1**) has been informed by the involvement of disabled pupils, abled bodied pupils, disabled employees, disabled parents, governors and staff.

This has ensured that school has a good appreciation of the views, needs and aspirations of the school community; these have been taken into account in determining the priorities for improvement.

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

Over the last three years school has evaluated the impact the delivered curriculum has upon pupils with disabilities, Provision management has been introduced with the emphasis on whole class panning and quality teaching first.

The effectiveness of planning and assessment; teachers' ability to respond to individual learning styles and the introduction of modified activities for individual pupils, has had a positive impact upon pupil progress. Included here are a range of strategies to support pupils with dyslexia and the adoption of the National Strategy Three Wave approach.

Key, well trained learning support assistants, under the direction of a highly qualified Special Educational Needs Coordinator, lead on small group focused interventions, matched to individual need, has also had a significant impact upon pupil progress. This progress is tracked and rigorously evaluated.

At Friezland, the achievements of all pupils are celebrated. Initiatives such as the SEAL (Social and Emotional Aspects of Learning) programme, TASC (Thinking in a Social Context) and P4C (Philosophy for Children) are helping to support positive attitudes towards and increase empathetic appreciation of learning difficulties and disabilities.

Effective use is made of access to specialist advice and support from Local Authority services.

Improving the physical environment of the school

Improvements made over the last three years have included:

- The installation of a disabled toilet
- Improvements to the external environment (removal of tripping hazards / resurfacing the yard and vehicular access / improved signage / railings / flooring).

Plans are in place to explore the possibility of extending the learning space.

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

All information for communication will be produced in N12 / 14 and on request in a medium suitable to the needs of individual pupils, staff and visitors to school.

Monitoring and review

The plan's progress will be monitored during the Spring Term 2008/9 and fully reviewed during Autumn 2009 in time for consultation to begin during the Autumn Term, prior to publication at the beginning of December 2009.