



WENSLEY FOLD CE PRIMARY ACADEMY

Disability Equality Policy Incorporating the Accessibility Plan

MISSION STATEMENT

The school values and recognises the uniqueness of each individual child and acknowledge their fundamental right to be educated to their full potential in a safe, secure and caring environment. The school, which has a Christian heritage, will, in partnership with parents and the extended community, aim to make each day count for all.

1) Introduction

Paragraph 3 of schedule 10 to the Equality Act 2010 states that the Governing Body must prepare an Accessibility Plan which will:

- increase the extent to which disabled pupils can participate in the school's curriculum,
- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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 policy has been developed in consultation with staff and governors of the academy.

2) **Statement of Intent**

Wensley Fold is committed to resourcing, implementing, reviewing and revising this policy. Regular access audits are undertaken as part of this process. Any future building developments or renovation projects will be compliant with the regulations and guidance for disability access. (See Appendix 1).

3) **Definition of Disability**

The academy subscribes to the broader definition of disability contained in the 2005 Act. This will include all children with IEPs/EHCPs and children with medical conditions.

- Disability Discrimination Act definition of disability
 - "A person has a disability if s/he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day

activities” – part 1, Para 1.1

- To fall within the Act, a person must be substantially affected by their disability in one of the following ways;
 - Mobility
 - Physical Coordination
 - Manual Dexterity
 - Continence
 - Ability to lift, carry or otherwise move everyday objects
 - Speech, Hearing, Eyesight
 - Memory or ability to learn, concentrate or understand
 - Perception of risk or physical danger.

4) Current Accessibility Arrangements:

Admissions

The Governors are committed to the principle of all children having equal rights of access, if this can reasonably be provided. The admission of a child with Special Educational Needs and Disabilities (SEND) to the academy will be conditional upon:

- The parents/guardians full disclosure to the academy of the child’s disability. Appropriate planning by the academy, including requests for additional funding, are dependent upon the academy having access to all the relevant information
- Following the procedures which are set out in any academy policies relating to SEND e.g. Assessing Children’s Educational Needs
- The availability of appropriate facilities within the academy. These include both physical facilities and reasonable curricular provision
- Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child’s needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
- Acceptance by the parents/guardians that some educational opportunities, which take place offsite may not be available. The above conditions will also apply, if a disability develops during the course of a child’s education in the academy.

5) Access to Buildings and Classrooms

In the main, all areas of the academy are accessible by all children and their parents. (See Appendix 2).

6) Evacuation Procedures

The academy’s Fire and Evacuation procedures lay down basic procedures for the safe efficient evacuation of the buildings. These procedures will be adapted to meet the specific needs of an individual.

7) Key Features of the Disability Equality Policy

Involvement

The Community Committee of the Governing Body will determine the priorities for actions and will be key to all elements of this policy. The committee will set targets and monitor effectiveness.

a) Data

The academy will use its current assessment and tracking systems to determine whether disabled children are achieving their potential academically and socially. The Inclusion Coordinator, using the school's tracking system, will analyse the performance of groups and subgroups within school to note any underperformance. The school commits itself to remediating any perceived inequalities. The Headteacher will monitor the recruitment, development and retention of disabled employees.

b) Monitoring Progress

The academy will analyse the impact of its Disability Equality policy on disabled children. This monitoring will consist of:

- Tracking academic progress
- Analysing social progress of disabled children
- Questionnaire to children and their parents
- Questionnaire/interview with disabled staff through performance management.

c) School Development Plan

The academy will incorporate actions to address the Disability Equality policy issues.

d) Implementation

The academy intends to implement the General Duty to promote disability equality. The details of this are under the heading 'The Disability Policy'.

e) Strategic Priorities

The School Development Plan, all policies and procedures, and the SEF will all be reviewed regularly to ensure that they promote disability equality.

f) Impact Assessment

The Inclusion Coordinator, alongside the senior management team, will assess how well its scheme has impacted on children's outcomes.

g) Strengths and Weaknesses

The Inclusion Coordinator, alongside the senior management team, will audit the academy's strengths and weaknesses and its ability to promote disability equality. The findings of the audit will feed into the professional development agenda for the academy.

h) Training

The academy's Internal Consistencies incorporates advice for teachers on supporting disabled children. The academy has an ongoing programme of staff development related to meeting the needs of different learners. Specific training on the needs of children with hearing and sight impairments and those with specific

learning difficulties is carried out as and when required.

8) Implementation

All children with additional needs are recorded on the SEN register, which is updated termly. This includes children with disabilities. Parents/guardians of children with disabilities or SEN are expected to notify the academy when they register them. If the need is not known at the time of registration then it is the responsibility of the parent to inform the academy (usually the Headteacher or Inclusion Coordinator), as soon as it becomes known that the child has an additional need. Similarly if an additional need becomes apparent in school it is the academy's responsibility to inform and liaise with the parent/guardian. It is expected that this liaison will be ongoing throughout the time the child is in school.

If the academy can no longer provide an environment suitable for the child to participate and thrive in, it will consult with parents/guardians and when necessary the LA, to support the move of the child to another more suitable school.

(See Appendix 3).

a) Achievements of Children

The academy will closely monitor the achievement of disabled children to ensure that they achieve their potential

b) Disability in the Curriculum

The academy will continuously monitor the taught curriculum to ensure that there are no negative models of disability and that curriculum materials show disabled children in a favourable light.

c) Teaching & Learning

The academy will endeavor to make all members of staff aware of duties towards disabled children and to create a learning environment where disabled children flourish academically and socially. This might include training, raising awareness, curriculum modification and responding to children's learning styles and classroom layout.

d) Developing a Voice for Disabled Pupils

The academy undertakes to involve disabled children, through questionnaires and the annual review (if the child has an IPRA/EHCP) in the decision making process, their own education and the full life of the academy. The academy undertakes to respond to any issues raised.

e) Removing Barriers

The academy's access plan shows how the academy intends to remove physical, curricular and communication barriers to inclusion.

f) Lettings and Use by the Community

The academy is at the heart of the community and will make itself available for community use. All procedures will take account of disabled people.

g) Harassment and Bullying

The academy has a clear policy on bullying with a zero tolerance in practice. All

staff are sensitised and vigilant to bullying and harassment and will respond robustly.

h) Disabled Staff

The academy actively welcomes disabled staff and is willing to make adjustments to allow them to pursue employment. Staff who develop disabilities when in employment will be supported and not disadvantaged. The academy will always interview disabled candidates who meet the minimum person specification.

i) Governance

The academy always welcomes the input of parents who are disabled or parents of disabled children. The scheme will endeavor to have representation on the governing body.

j) Breaks, Lunchtimes, School Activities and Trips

The academy recognises the importance of all children being able to enjoy all aspects of school life and will make reasonable adjustments to achieve this.

k) Training

The academy's Internal Consistencies incorporates advice for teachers on supporting disabled children. The academy has an on-going programme of staff development related to meeting the needs of different learners.

Specific training on the needs of children with hearing or sight impairment and those with specific learning difficulties is carried out as and when required.

9) Monitoring Pupil Progress

The academy will use its current assessment and tracking systems to determine whether disabled children are achieving their potential academically and socially. The Inclusion Coordinator, using the academy's tracking system, will analyse the performance of all children with disabilities within the academy to note any underperformance. The academy commits itself to remediating any perceived inequalities. The Headteacher will monitor this progress.

10) Informal Curriculum

Children at Wensley Fold CE Primary Academy have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included:

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Education Plan or Education Health Care

Plan.

The suitability of any event and the need for additional support is risk assessed and discussed fully with parents in advance, if appropriate.

11) Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their age, ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc... then the academy will be happy to consider alternative forms of provision in consultation with Advisory Services.

12) Source Materials for the new plan:

The priorities of the plan have been identified using a number of sources including:

- Census returns
- End of Key Stage results
- Pupil questionnaires
- Parent Consultations/ questionnaires
- Multi-agency meetings
- Health and Safety Inspections

It has been written to ensure that the academy identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the academy do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities Policy
- Health & Safety Policy (including procedures for administering medicines/First Aid/ Asthma and Diabetes)
- Medical Policy
- Special Educational Needs Disability Policy
- Behaviour Plan

- Admissions Policy
- Race Equality

13) Coordination, Implementation and Responsibility

This is the responsibility of the Headteacher, Senior Leadership Team, Inclusion Coordinator and class teachers, according to the Special Needs Code of Practice 2001. In order that the academy is fully compliant with the Disability Discrimination Act, all staff are made aware of their duties towards disabled children and the 'reasonable adjustments' needed for particular children.

14) Breach of the Policy

Any stakeholder who breaches the terms of the policy will be dealt with directly by the Headteacher and/or Governors.

15) Review Statement

This policy will be reviewed bi-annually by the INCO in consultation with the Headteacher and Governors.

**Approved by Governors
March 2016
March 2017**

Appendix 1

Action Plan

It is a requirement that the academy's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 2 Action Plans which show how the academy will address the priorities identified in the plan.

Action Plan 1: Improving Evacuation Process.				
TARGET	STRATEGIES	OUTCOME	TIME FRAME	GOALS
To buy and install evacuation equipment for wheelchair users.	Seek advice from Building Liaison Officer. Limit access to certain areas for wheelchair users. Assessment required at time of application for courses	Improve wheel chair evacuation procedure on first floors in case of emergency. Evac chairs will be sourced & provided as & when required. Full training will be provided.	Ongoing.	
Action Plan 2: Improving Curriculum Access				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS
Provide ongoing training for teachers / TA's on differentiating the curriculum for disabled children.	Undertake an audit of staff training requirements	All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing	
Provide training in manual handling as and when appropriate	Liaise with experts/LA	Key staff trained in practical techniques of essential manual handling	Dependent on available training courses	

Appendix 2

ACCESS TO BUILDINGS AND CLASSROOMS

Main Building	Features
Main entrance	Entrance to the building is flat with automatic doors opening outwards. The intercom system is at wheelchair height and the entry sign in system asks if assistance is required if an evacuation was needed.
Foundation Stage	Entrance to this department is from the playground with a small lip in to the classrooms with open areas into KS1. Both areas allow for easy wheel chair access. The nearest disabled toilet can be found in the KS1 corridor. Corridors are wide enough for wheel chairs to be used.
Key Stage 1	Entrance to this department is via the playground. All access points are flat, some with a small lip, allowing for easy wheel chair access. All classroom entrances have flat floor entrances and wide doors with low handles. A disabled toilet has been installed.
Key Stage 2	Entrance to the building for wheelchair access is via the main entrance. Access to Years 3 & 4 is flat with wide doors and low handles. A disabled toilet is installed. Access to Years 5 & 6 is via a lift from the ground floor with wide double doors to the corridor areas. Classroom entrances have flat floor entrances and wide doors with low handles. A disabled toilet is installed. A chair lift has been installed on the first floor to gain entrance to the linked Space building.
Hall	Access to the hall is via wide double doors from the KS1 area.
Playground	Available for all children. Access is available without the need to use steps.

Space Building	Features
Main entrance	Access to all three floors is via a lift with wide double doors for wheelchair access. Disabled toilets installed in basement via a lift and ground floor. First floor disabled toilet accessed via a lift.
Dance Studio	Not accessible by wheelchair and not suitable for adaptation.
Dining Room	Access to dining room via ramp and wide double doors with low handles. Lower dining room accessible via ramp.
Key Stage 2 ICT Suite	Access to first floor via lift from main entrance and via chair lift from first floor corridor. Disabled toilet installed in corridor off ICT suite.
Staff/Conference Room	Access to both areas via lift to first floor from main entrance and hydraulic lift to staff/conference areas. Disabled toilet installed.

Appendix 3

Possible overlap of SEN and DDA disability definition for children and young people.

