Epsom Primary and Nursery School (inc.First Steps)

Accessibility Plan and Disability Equality Scheme

(also see Special Educational Needs Policy and Single Equality Policy)

Date of issue: Summer 2019	**Owner: Inclusion Coordinator**
Date of review: Summer 2022	**Governor Committee: CFC**
Signed…………………………………….. Date…………………………………………	

Three Year Period Covered by Plan: June 2019 – June 2022

Introduction

We are committed to meeting the needs of all children and employees. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has *'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.*

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors. We are committed to developing a culture of awareness, tolerance and inclusion. We interpret our duties positively, taking into account the necessary actions to remove barriers to inclusion. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. Our Accessibility Plan shows reasonable adjustments made to accommodate their needs where practicable to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

Purpose of the Plan

The Accessibility Plan and Disability Equality Scheme is drawn up in compliance with current legislation and requirements relating to the DDA legislation https://www.gov.uk/definition-of-disability-under-equalityact-2010 The Accessibility Plan is structured to complement and support the school's
Equality objectives. We are committed to taking positive action in the spirit of the Equality
Act 2010 with regard to disability and to developing a culture of inclusion, support and
awareness within the school:

• Not to treat disabled pupils less favourably

• To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

• To publish an Accessibility Plan

Legal duties
The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:
• Promoting equality of opportunity between disabled people and other people;
• Eliminating discrimination and harassment of disabled people that is related to their disability;
• Promoting positive attitudes towards disabled people;
• Encouraging participation in public life by disabled people;
• Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the 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;
• 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 accessibility plan is resourced, implemented and reviewed and revised as necessary.

The purpose and direction of the school's plan: vision and values
At Epsom Primary and Nursery School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We aim to identify and, where possible, make reasonable adjustments for disabled pupils in every area of school life. We have high expectations for our disabled pupils and expect them to participate in all aspects of school life.

Epsom Primary and Nursery School is committed to ensuring that all its employees, pupils and others involved in the school community, with any form of disability, are treated equally. We will ensure that disabled pupils and employees are not treated less favourably in any procedures, practices and service delivery.

Disability definition:
A disabled person includes:
• a visually or hearing impaired person
• a person with a physical disability
• a person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, MS, HIV, a mental health condition, cancer and any other ongoing condition such as colitis.
• a person with an autistic spectrum disorder
• a person with Downs's syndrome
• a person with dyspraxia and/or ADHD
• a person with dyslexia

This list is not exhaustive but are main examples as given in the guidance 'Promoting Disability Equality in Schools', page 26, (DES 2006) (see also appendix 1).

The school uses the social model of disability as the basis of its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. We understand that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs.

The school is committed to the removal of barriers to the progress of disabled pupils. We aim to give all children full access to the curriculum at school and to enable them to participate fully in school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement and our Single Equality Policy. The school:
- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

The school's policies on Bullying and PHSE promote equality and respect for all regardless of gender, race, colour, creed or impairment.

Areas of planning responsibilities

The Accessibility Plan relates to key aspects:
- **Increasing access to the curriculum for pupils with a disability:** Expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able bodied pupils. This includes teaching, learning, and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits.
- **Improving access to the physical environment**: The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- **Improving the delivery of written information**: This includes providing information about the school and events in alternative formats when required or requested, within a reasonable time frame.

School Context:

Type of school: Primary and Nursery school, with a Children's Centre and Two-Year-Old Provision. Number of pupils: 602

Special Educational Needs (SEND): in the top 20% of all schools nationally **-** 27%, 18 EHCP applications, a further four pending, plus four appeals for a Reception place, all from pupils with an EHCP.

Pupils from an Ethnic Minority Background: 16 out of a possible 17 ethnic groups - over 50% of pupils are from an ethnic minority group

English as an Additional Language (EAL): top 20% of all schools for number of EAL pupils - 45%, 42 languages spoken

Pupil Premium (PP): 25% (42% before introduction of universal FSM)

Most Able: 22% (risen from 9% since 2012)

Mobility: 40% (at its highest in Y6) has reduced to 20% in the last year, but in Y6 is over double that of national.

4 "looked-after children" and a large traveller population.

We also are significantly affected by social mobility; between 2012-14, 25% of our pupil roll arrived mid-year.

We are a fully inclusive school and have a highly effective Inclusion Team comprising a Safeguarding and Attendance Lead, Learning Mentor and three ELSAs, in order to meet the needs of our children and families with complex needs. We work hard to support our children and their families with emotional wellbeing and mental health problems, as well as working with a diverse range of external agencies.

Our curriculum is personalised to meet the needs of every learner and intervention is instrumental in rapidly improving pupil outcomes.

In 2013, we made the decision to expand our Early Years provision in order to reach our most vulnerable children and their families as early in their lives as possible. We introduced a two-year-old provision with 32 places, doubled the size of our Nursery, taking 104 three year olds, and accepted a Reception bulge class for three consecutive years; our site is now full and no further expansion is possible. The impact has been significant. The vast majority of our intake into the two-year-old provision are entitled to Free Early Education for Two Year Olds (FEET); their progress has been accelerated year on year and when compared to new children starting in Reception, they outperform them, despite facing considerable barriers to their learning.

We have introduced high quality childcare accessed by up to 70-80 children daily, (breakfast club, after school club, and holiday club) in order to give children the best possible start, meet the needs of the community and support parents to return to work or re-train.

No staff have identified themselves as having a disability but some have on going medical conditions.

We are mindful of the adults and children in our school community such as wheelchair users; the school can be accessed by wheelchairs as there is a ramp to the front entrance and is on one level. There is a disabled toilet.

Views of those involved during the development and implementation of the plan
- SEN Governor
- Finance and Premises Governor
- Parents of disabled children in school
- Pupil discussion
- SEND Outreach – Gosden House

The main priorities in the school's plan

Targets	Actions	Timescale	Responsibility	Outcomes
Increasing the extent to which disabled pupils can participate in the school curriculum	• All staff attend appropriate training e.g. Epi-pen.training. • Outreach provision from external agencies including Physical and Sensory Support. • Set up system of individual access plans for disabled children. • Set up system for information sharing with all staff and agencies involved with the child • Sloping boards for pupils with fatigue problems or motor difficulties • Coloured overlays for pupils with visual difficulty • Specially shaped pencils and pens for pupils with grip • To maintain access and allow for wheelchair users • To create access plans for individual disabled pupils • Be aware of staff, governors and parents access needs. • Consider access needs during recruitment process • Review provision to ensure TAs are available to support pupils as required • Review all out of school provision to ensure compliance with legislation a) Develop guidance for staff on making trips accessible b) Centres chosen which include provision for disabled pupils • Review and implement a preferred layout of furniture and equipment to support the learning process in classrooms. • Review PE curriculum to include disability sports • Include specific reference to disability equality in all curriculum reviews • Survey participation in clubs at lunch and after school by disabled children • Visual aids, prompts and resources including visual timetables are used to facilitate access for all pupils deemed in need of them. • Through assemblies, PHSE and SEAL, differences are discussed and promoted. • Staff working with pupils with disabilities receive appropriate training e.g. speech and language. • Thorough risk assessments undertaken as required and take full account of the needs of disabled children e.g. a named adult (or	Ongoing	M. Newman J. Clark	All pupils are enabled to have full access to the curriculum

	relative) will provide 1 to 1 support as necessary, especially on school trips. • Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability. • Provision of an individual laptop for all children with an EHCP and access to laptops for all other children. • Disability equality issues are incorporated into the planning and learning in Citizenship, PHSE and RE curriculum when appropriate. • Images of artists/sports personalities or those with sporting talents who have disabilities so disability is seen as no barrier to achievement are promoted. • Continue to provide and develop a range of learning resources that are accessible for pupils with different disabilities. Subject co-ordinators and the Inclusion Leader regularly review resources in their curriculum areas and ensure they meet the needs of all pupils within school. When schemes of work and policies are reviewed, accessibility is also checked. • Consult external partners and local schools as necessary to gain specialist advice on how to adapt resources. • Consider OT assessment of classrooms as necessary to ensure needs of pupils with sensory difficulties and dyspraxia are met (e.g. desk height, posture on chair, lights) when appropriate. • Staff working with children with disabilities receive appropriate training and support to enhance children's access to the curriculum, develop their independence and promote social interaction. • The school seeks external advice as necessary to ensure that modifications and risk assessments are made which enable all children with disabilities to take a full and active part in extracurricular activities and school trips. • Links with specialist provisions such as ASD Outreach at Linden Bridge and Woodlands Special School.			
Improving the physical environment of the school to increase the	• Maintain wheelchair accessible toilets • Advice taken re lighting and colour schemes • Put in place Personal Emergency Evacuation Plans for all children with a disability • Develop a system to ensure all staff are aware of their responsibilities	Ongoing	M. Newman J. Clark	All pupils are enabled to have full access to the school environment

extent to which disabled pupils can take advantage of education and external services.	• Alternative equipment in place to ensure access to all hardware – wireless laptops Liaise with VI/HI specialists on information with regard to the visual and hearing impaired pupils • Monitored as part of Fire Risk Assessment at present, although our classrooms are small, the school is fully accessible to the children with disabilities at our school. • Time-tabled sessions in quiet areas are available to children with disabilities during the school day to provide them with a retreat from noisy and congested areas, whilst still providing them with full access to the curriculum. • Corridors are accessible for frames and wheelchairs • Playground and corridor routes are kept clear • The school will purchase playground equipment suitable for use by physically challenged, HI or VI children as necessary. • We have recently set up a Nurture Room, as an additional provision, for our children with Behaviour, Emotional and Social Needs.			

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled	• The school will make itself aware of the services available for converting written information into alternative formats
	• Access the school's ICT infrastructure to access a range of materials supportive to need
	• School office staff/TAs will support and help parents to access information and complete forms for them.
	• Check timetables and resources are not a barrier to any individual or group's access to the curriculum
	• Staff meet to share good practice
	• Send out survey including quality of communication
	• There is the facility to enlarge school documents as necessary.
	• We signpost to and make good use of services available for visually and hearing impaired children and children with Down's syndrome and other disabilities.
	• The school hall has an audio system.
	• The school has systems in place to make available information relating to the following, as necessary:
	    1. Homework
	    2. Timetables
	    3. Worksheets
		Ongoing	M. Newman J. Clark	Format of documentation altered appropriately All children access all aspects of the curriculum with use of visual symbols in all classes Parental information is surveyed and action take and appropriate

	4. Teacher feedback and marking of work 5. Notices 6. Tests This may include: ➢ Recording information for pupils with learning difficulties or hearing impairments ➢ Enlarging print for visually impaired ➢ Simplifying language ➢ Using picture symbol language for children with communication difficulties. E.g. Widgit			

Making it happen

The school will evaluate the effectiveness of this policy in relation to the following key criteria:

- The increased awareness of staff and governors on issues relating to disability.
- Are staff using resources which promote disability and undertaking risk assessments with full regard to the requirements of the DDA and DES, with reasonable adjustments being taken to facilitate access for disabled pupils? Yes
- Have all school policies revised in the last three years been checked for their impact on disabled pupils? Yes
- Whether the School Improvement Plan respond to the needs of those with disabilities

In addition, the school will evaluate the effectiveness of this policy by careful monitoring of its School Improvement Plan.

Management, coordination and implementation Lead Responsibilities:

Executive Head teacher: Mrs Emma Smith
Head of School: Mrs Michelle Pollard
Deputy Head - Inclusion: Mrs Marie Newman
SEN Governor: Mrs Zoe Gallimore
Finance and Premises Governor: Mr Harvey Morris

Breach of the Policy

A verbal and written warning will be given should a member of staff discriminate against a disabled person.

Access to the plan

The governors will monitor on the school's Accessibility and Disability Equality Scheme through the Children, Families and Community Committee. This will be linked to other reporting requirements in respect of disabled pupils:

- The arrangements for the admission of disabled pupils (in the school prospectus)
- The requirement for the governors of the school to report biennially on the school's SEN policy.

Review

The Accessibility Plan and Disability Equality Scheme will be reviewed every three years.

Appendices

CHECKLIST FOR SCHOOLS AND GOVERNORS (Appendix 1)

Information Gathering

☑ Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision?

☑ Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?

☑ Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

☑ Are disabled pupils given access to opportunities to participate in a range of activities, both in and outside of school hours?

☑ Is bullying and harassment of disabled pupils monitored and is this information used to make a difference?

☑ Are stereotypes in terms of disability actively challenged in both the classroom environment and in the playground?

☑ Is the school environment as accessible and welcoming as possible to disabled people? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

☑ Are disabled parents/carers encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?

☑ Does the school take appropriate steps to meet disabled people's needs even if this requires more favourable treatment?

IS TOM DISABLED? (Appendix 2)

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?

Mobility: getting to/ from school, moving about the school and/ or going on school visits?

Manual dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?

Physical co-ordination: washing or dressing, taking part in games and Physical Education?

Ability to lift, carry or otherwise move every day objects: carrying a full school bag or other fairly heavy items?

Continence: going to the toilet or controlling the need to go to the toilet?

Speech: communicating with others or understanding what others are saying; how they express themselves orally or in writing?

Hearing: hearing what people say in person or on a video, DVD, radio or tape recording?

Eyesight: ability to see clearly (with spectacles/ contact lenses where necessary), including any visual presentations in the classroom?

Memory or ability to concentrate, learn or understand: work in school including reading, writing, number work or understanding information?

Perception of the risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted, or is it likely to last, a year or more?

Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered 'yes' to questions 1 to 4, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.