



Barlaston C.E. (VC) First School

“Let Your Light Shine” Matthew 5:16

Disability Equality Scheme and Access Plan 2019-2022

Our Vision Statement

Let your light shine through family, friendship and faith

Our Spirituality Vision

Spirituality is an ever changing journey through life, connecting each individual with something bigger than themselves

Equality Statement

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Dyslexia Statement

To ensure that children on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on.

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment

As a church school, working through our Christian values, we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be and to flourish.

In this scheme we will outline how we can promote disability equality for all disabled pupils, staff, parents and other users of our school.

Our school has a duty to promote disability equality and also to publish a **Disability Equality Scheme** which explains how we are doing this now and what we plan to do over the next three years.

Our Duty is to make sure that

- We do not discriminate against anyone as explained in the Disability Discrimination Act 1995
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We remove any barriers which may discourage disabled people from playing a full part in our school life
- We encourage full participation by everyone in our school activities

What Do We Mean By Disabled?

There is a definition in the Disability Discrimination Act 1995, which indicates that we consider someone to have a disability if he or she has *a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities*. A fuller idea of what disability means in our school can be seen in the section 'Is Tom Disabled?' in Appendix A.

Our school is situated within Barlaston village. Barlaston is a small village and serves a population of approximately 3,000 people. There is a mixture of public and private sector housing.

Employment is mainly small consumer or light industrial and rural. Although Wedgwood has its headquarters within Barlaston only a small percentage of parents are employed on the site. The bulk of the working population commutes.

The school currently has 150 children on roll aged from 3-9. The school has six classes ranging from nursery to year 4.

Collecting and Using Data Effectively

The data we collect and collate can inform our school of developing patterns and trends. This information will be used to support the school's self review process and also to inform future planning.

Creating a list of people with a disability

- We have created a list of pupils who have a disability that fits the description given in the Disability Discrimination Act 1995. We have included some pupils on the Special Educational Needs Register then added pupils with a known medical condition. Finally any other children, known to staff, that may be considered to be disabled. This is now part of the school's data available to all staff.

- Staff have the opportunity to disclose any disability to the Head Teacher in confidence. New staff will have this opportunity on an application and following appointment. (When we recruit new staff we follow the County's Human Resources guidelines.)
- Development of data showing disabilities of governors, parents, carers, guardian and other users of school will be ongoing.
- An audit of pupil performance in KS1 SAT will be used to look for trends and areas to improve.

Developing the Scheme with as Many Views as Possible

To achieve a welcoming school for *everyone* it is important that all users of our school have chance to voice their thoughts. Where adjustments need to be made, the best people to inform about those adjustments are the people with the disabilities and/or their parents. Different groups within the school have offered their ideas.

We appreciate the range of views from all users of our school. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes

- Being able to move around the building easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.
- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme – through training and 'awareness raising' – so that staff and pupils are thinking about being proactive in including disabled people in every aspect of school life.

Our school offers good access to disabled users at the moment but we are keen to find out how we can improve this.

School building is

- Built on one level but with steps or ramp access to all rooms. The main entrance has a ramp rather than steps into the building.
- Access to the playground is via DDA compliant ramps
- Refurbishment of all toilets, a number of years ago, included appropriate mixed tiling to provide guidance for anyone with a sight impairment. We have a disabled toilet in the main building.
- Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school.
- We will review mobility & access issues relating to the building each year at the Governors Health, Safety & Premises Committee.

Curriculum Access

- We have achieved full dyslexia status
- We have a sensory room within school
- Children are taught using a variety of teaching & learning methods which take account of the varying ways pupils learn, e.g. visual, auditory, and kinesthetic.

- Development of a creative curriculum enables children of all learning styles and abilities to access exciting ways of learning
- All lessons have a learning objective which is shared with the children. When necessary learning objectives are modified for individual children to ensure they are learning appropriately for their needs.
- Success criteria for achievement differ to meet individual needs and are used to identify next steps in learning.
- All staff (Teaching and support) are trained in assessment and this is regularly updated.
- Individual Education Plans (IEP) are written, Special Educational Needs (SEN) register is kept up to date and includes details if intervention programmes are offered to pupils.
- We have achieved Healthy School Status
- Staff receive information of the learning needs of all SEN pupils plus other pupils where appropriate.
- Lunchtime staff receive information of reasonable adjustments they may need to make to encourage the best behaviour during the lunch hour. These focus on positive interaction with pupils.
- Advice is sought from SENSS advisory teacher, Educational Psychologist and many other outside agencies to inform staff, of the best ways to provide reasonable adjustments.
- Teaching assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.
- Impact statements show how effective extra support sessions, for pupils with specific learning needs, have been.
- ICT is used as an aid to learning and where appropriate for pupils with specific difficulty handwriting.
- Work is presented to children on buff coloured paper to address needs of children with dyslexic tendencies

Communication Between Home and School

- School sends a Newsletter home via email every week, but also available on the website.
- Parents are encouraged to contact school to discuss concerns either personally or by telephone and these are followed up as quickly as possible.
- We communicate regularly through text2parents.
- All parents are offered the opportunity whenever they wish to speak to teachers to discuss pupils' progress. Of the three annual parents evenings, two are to discuss individual children privately and one is to follow up items, as necessary, from the annual written report.

Achievements of Disabled People

Disabled pupils are encouraged to participate fully in school life. We will do our best to encourage other disabled users of the school to become actively involved creating a community for everyone.

All pupils are given roles of responsibility within school, from class helper to Buddy, or School Councillor, with disabled pupils holding these roles successfully.

Looking towards making things better – Evaluation

Our school aims to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'responsible adjustment' – to

- The building
- Learning and teaching styles

- Variety of methods of communication

The building and grounds will be improved to meet updated guidelines and any development will be done with consideration for disabled users.

Learning and Teaching

There are always adjustments being made to aim to improve everyone's learning experience. We will focus on checking that disabled pupils progress is in line with their abilities and that should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately.

- Academic progress is monitored regularly
- All pupils on SEN register will be monitored closely and action taken to ensure they can access the curriculum at their level. This may be by working in a set of similar ability or by receiving 1:1 support in specific areas. This could be for dyslexia or may equally be support of a nurturing group to develop communication skills.
- Pupil Premium money within the budget will be used to address pupils needs through additional teaching assistant hours and other interventions/ developments.
- A sensory room is on site
- Children receiving extra support will all have their individual support targets monitored and reported back to parents or carers verbally.
- Using ASPdata online and lesson observations we track and analyse the achievement of all our pupils.
- Planning by class teachers will need to identify the reasonable adjustments being made and be included in their formal plans.
- Reviews of all policies in school is ongoing, but these are specific to children with disabilities
 1. Anti-bullying
 2. Safeguarding
 3. Disability and Equality
 4. Attendance
 5. SEN
 6. Health and Safety
 7. PHSE
 8. Healthier Lifestyle
 9. Equal Opportunities
 10. Behaviour

Communication with all the school's users

We aim to use a variety of communication method

- Parents receive a weekly newsletter via email. This is also available on the website.
- Letters are usually sent home on a Friday with the newsletter, but should a letter be sent home on any other weekday, parents receive a text to inform them.

The effectiveness of these adjustments will be monitored regularly and by asking disabled users if the school fit their opinions regularly.

Feedback will come from

- pupil interviews
- Parent/guardian/carer questionnaire
- Staff opinion – all staff, teaching and non teaching – at staff meetings and T.A. discussions
- Governors

- Users of the school
- Findings **collated** by either MC, or Governor
- Ideas **discussed** at staff meeting, Senior Management Team
- **Developed** during Inset Day and with Governors
- **Discussed** with staff/interested parties and School Council
- Leading to **implementation**

Reviewing and Monitoring how we are Creating a School which is Welcoming and Inclusive

We will review the Action Plan annually at the Governors Curriculum Committee during the Summer Term. We will look again at the information we have to see if the actions we have taken have had a positive impact on the opportunities and outcomes for disabled pupils.

This can be done by:

- Regular Pupil Interviews
- Staff awareness will be constantly raised. Ensuring that staff are aware of the disability plan
- Parents opinions will be welcomed on a questionnaire sent home during the Summer Term – relating to all school matters. Also parents new to the school will be given the opportunity to complete a questionnaire in the Late September/October.

Revision of The Scheme

Constant reviewing will inform the scheme’s revision, and setting new priorities on the Action Plan. We must always take account of disabled people’s views and the information and data that we collect within our school. The revision will take place after three years – 2022.

Parents, carers and users of our school can request a copy of Barlaston C.E. (VC) First School Disability Equality Scheme and Access Plan from the school office. Requests can be made to have a copy in large print.

Action Plan for Disability Equality Scheme

Covering 3 years December 2019– 2022

Collecting views to inform scheme

	Success criteria	Responsible	Timescale	Review/Outcome
Collect views of pupils through pupil voice	Views are collated and presented to Curriculum Committee of Governing Body	MC	At full governor meeting when gathered	Reviewed yearly
Staff meeting to consider all the disabilities we have in school	Information gathered and provision made in this plan to address the needs	MC	At full governor meeting when gathered	Reviewed yearly

Using Data to Develop Scheme

Action	Success Criteria	Responsible	Timescale	Review/Outcome
Review disabled register and offer the list to staff to add where necessary	List available Updated as necessary and formally at least termly	MC	ongoing	This is reviewed yearly, or when a child joins our sch who needs to be added.
Following data will be analysed Attendance Exclusions Academic performance	Data is available for disabled pupils relating to – Attendance Exclusions Academic performance	MC and CS	ongoing	Academic is officially gathered and discussed termly
Data to be gathered re. achievements, awards & participation in school & outside	Data collection sheet is used by teachers Achievement is analysed & reported to Curriculum Committee of Governing Body	All class teachers & MC	ongoing	Ongoing

Policies & Initiatives

Action	Success Criteria	Responsible	Timescale	Review/Outcome
Ensure behaviour, anti bullying, health and safety, risk assessments, attendance, equal opps, PSHE, race equality, gender equality and disability equality are reviewed yearly	Updated policy reflects responsibilities regarding DES	Staff and MC	ongoing	Reviewed yearly
Revise Website Discuss the way forward to use this to promote school	Ideas to improve schools use of our website are developed	Staff and MC	ongoing	Ongoing
Develop pupil awareness of aspects of disability equality in school assemblies	Pupils awareness of disability equality is raised	MC	ongoing	Review at the end of each term
Organise a visit from a Paralympian	Pupils awareness of disability equality is raised	MC	Spring2020	Review impact after event

Access to Building

Action	Success criteria	Responsible	Timescale	Review/Outcome
Ensure that year 3 are in the classroom with no step in 2019-2020 and year 4 in 2020 - 2021. This is to accommodate the needs of a child who periodically needs a wheelchair	The school is fully equipped to deal with the child's needs in order to access the curriculum and school building as any other child can	MC Class teacher, school nurse	ongoing	Her 1:1 allocated support has moved with her. New risk assessments have been set up and we are currently pursuing support from "Hospitals at Home" The pupil's current teachers have attended EB training at Birmingham Children's hospital. We have regular contact with OT and additional information/changes have

				been included in a new EHC plan
Develop a suitable site for a nursery in the school grounds, ensuring this building is suitable for all disabilities	This nursery building will be suitable for all children	MC, premises/finance committee	ongoing	Ongoing

Access to the curriculum

Action	Success criteria	Responsible	Timescale	Review/Outcome
Ensure all staff receive up to date training annually regarding any child in school with a specific disability	The school is fully equipped to deal with the child's needs in order to access the curriculum and school building as any other child can	MC Class teacher, school nurse	ongoing	TA has moved into the with the pupil
Improve outdoor learning opportunities to meet the needs of all learners	Learning opportunities will improve for all disabled learners	MC & class teachers	ongoing	Ongoing
All teachers to consider the effectiveness of their planning to show reasonable adjustments made	Planning identifies reasonable adjustments for pupils with a disability	Class teachers	ongoing	Identified on planning
Review ICT provision and purchase new smart boards	Improve the ICT facilities within the school for all learners	SB and CS	ongoing	Review at the end of each school year
Review topics regularly to ensure that the needs of the children are being met	Reviewed topics inspire and excite the children	MC and staff	ongoing	Ongoing
Improve the sensory environment and focus on self – esteem and growth mindset	Targeted children will benefit from the experience and grow in confidence and self esteem	All staff	ongoing	ongoing

**Definition of Disability as written in the Disability
Discrimination Act 1995**

PART 1

*Meaning of
'disability' and
'disabled
person*

1. – (1) Subject to the provisions of Schedule 1, a person has a disability for the purpose of this Act if he has a substantial and long-term adverse effect on his ability to carry out normal day-day activities.

(2) In this Act 'disabled person' means a person who has a disability.

Past disabilities

2. – (1) The provision of this Part and Part II and III apply in Relation to a person who has had a disability as they apply in relation to a person who has that disability.

(2) Those provisions are subject to the modification made by Schedule 2.

(3) Any regulations or order made under this Act may include provision with respect to person who have had a disability.

(4) In any proceedings under Part II or Part III of this Act, the question whether a person had a disability at a particular time ('the relevant time') shall be determined, for the purpose of this section, as if the provisions of, or made under, this Act in force when the act complained of was done had been in force at the relevant time.

(5) The relevant time may be a time before the passing of this Act.

Fuller Definition of Disability

The Disability Discrimination Act 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 to day activities.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'substantial'* means *'more than minor or trivial.'* *'long-term'* means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments such as

- Dyslexia
- Autism
- Speech and language impairments
- Attention Deficit Hyperactivity Disorder (ADHD).

An impairment does not of itself mean that a person is disabled. It is the effect on the person’s ability to carry out normal day-to-day activities that has to be considered.

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 and eyesight
- Memory or ability to concentrate, learn or understand;
- Perception or risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

There are special provision for people with progressive or recurring conditions.

At Barlaston we will collect details of disabled

- Pupils – A list will be created using SEN register, medical records and entry data sheets. This will be held on the main school data base.
- Parents/Guardians/Carers – this information will be gathered from disclosure to school or from entry data sheets. This will be held on main school data base.
- Staff – by choosing to disclose the disability in confidence to the Headteacher. In future this information will be ascertainable from a job application form. This will be held on main school data base.

Disability Information will be Audited According to Type:

Type of Disability	Including	
Physical Impairment	Mobility difficulties, limb malformation, missing limb	
Sensory Impairment	Sight and Hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty including Sold	Dyslexia, dyspraxia, ADHD, ASD, Obsessive compulsive Disorder	
Medical Condition	Diabetes, Arthritis, Cancer, Depression and many other conditions which require long term treatment	
Social, Emotional and Behavioural Difficulties	Behaviour and emotional differences which impact	

	daily life	
Speech and Language	Development delay or physical difficulties leading to Sp & L extra needs	

Is Tom Disabled?

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 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 PE.
 - Ability to lift, carry or otherwise move every day object: carrying a full school bag or fairly heavy items.
 - Contenance: going to the toilet or controlling the need to go to the toilet.
 - Speech: communication 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 or physical danger: inability to recognize danger e.g. 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 a year or more?

4. Is the effect of Tom’s impairment or condition ‘more than minor or trivial’?

If you have answered yes to question 1 to 4 then Tom is probably disabled under the Disability Discrimination Act. If Tom received 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.

Policy agreed by The Governing Body January 2020
 Policy to be next reviewed in January 2021



Mr. G. Tomblin
 Chair of Governors
 January 2020.