



Disability Non-Discrimination Scheme & Accessibility Plan

Policy History			
	Document version	Document Revision History	Document Author / Reviewer
June 2016	1.0	Original Document	J Appleton
November 2016	1.1	Review & reformat	S Pountain
May 2017	1.2	Review	S Pountain
June 2018	1.3	Review	S Pountain
January 2022	2.0	Review and combining of Access Plan	J Appleton & V Megram
March 2023	2.1	Review	V Megram
March 2024	2.2	Review	V Megram

Introduction

Our school’s vision is that all will **Flourish and Inspire** and our mission, designed by our children and families, is that we will be **Lifelong learners, Leaders of Change** and will have a **Lasting Legacy**. Therefore, we understand the importance of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards and to fulfil their potential in both academic and non-academic areas. We do this by taking account of children’s varied life experiences and needs. We offer a broad and balanced learner led curriculum, which provides equal opportunities with high expectations for all children. The achievements, attitudes and well-being of all our children matter. This document ensures that school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background. We promote positive relationships with parents, governors and members of the wider community.

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. The aim is to protect against and end direct and non-direct discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against children with disabilities in admissions and exclusions, in education, and in associated services.

From 1st October 2004 it is unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make ‘reasonable adjustments’ to enable access.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all children and staff with disabilities.

The Disability Equality Scheme

The purpose of a Disability Equality Scheme is to explain how we will make sure that we promote equality for disabled people and challenge discrimination against them. The school recognises its duty under the Equality Act 2010, where disability is identified as one of the protected characteristics. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

It covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.

The overriding principle of equality legislation is generally one of equal treatment, however, the provisions relating to disability discrimination are different in that schools may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit to the same extent that a person without that disability can.

What is disability?

The Act defines disability as when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Some specified medical conditions (such as HIV, multiple sclerosis and cancer) are all considered as disabilities, regardless of their effect. Long term is defined as lasting or likely to last at least 12 months.

Disabled children in school have the following diagnosis by first category:

- ADHD
- Autistic Spectrum Disorder
- Cancer
- Cystic Fibrosis
- Diabetes
- Epilepsy
- MLD (Moderate Learning Difficulties)
- Significantly delayed development
- Specific learning difficulty
- SALT
- Physical needs

Disability and Special Educational Needs

Some children, who are assessed as having Special Educational Needs, will also be defined as having disability under the 2010 Equality Act. Not all children who are defined as disabled will have Special Educational Needs, similarly not all children with Special Educational Needs will be defined as disabled.

The Act also applies to the following protected characteristics:

- gender reassignment;
- religion or belief;
- sexual orientation.

Aims

Our school is an inclusive school where tolerance, co-operation and mutual respect for others is fostered. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for all our children, and this of course includes children with disabilities. We are committed to the development of the whole person within a supportive, secure and creative environment, which builds independence progressively across all aspects of school life.

At Meadowbank Primary School, we aim to promote equality and harmonious relationships, by tackling any form of discrimination. We seek to remove any barriers that may prevent children from accessing, participating, progressing, attaining and achieving in all areas of school life. We seek to remove any barriers to access and participation that may prevent parents and carers being fully involved in the wider education of their child at school.

Our Duty

- To prepare children for life in a diverse society in which they are able to identify their place and their rights and responsibilities in their communities;
- We do not discriminate against people with disabilities, and actively challenge any such discrimination;
- Make adjustments to enable people with disabilities to function with equality in all aspects of the wider school remit;
- We ensure that disabled people in our community are not placed at a disadvantage because of our practise;
- We provide for the needs of disabled children, including support and resources, to alleviate, as far as possible, any substantial disadvantage.

Eliminating Discrimination

At Meadowbank Primary School we:

- Ensure that access to the curriculum for disabled children is maximised, taking into account and challenging individual needs;
- Ensure that access to the building and physical resources does not limit achievement or cause unnecessary anxiety for any stakeholders;
- Communication is open and understandable for all stakeholders including children in school, parents and wider stakeholders;
- Make inclusion a thread which runs through all our activities;
- Ensure our day to day routines and activities are equally accessible to all in the immediate school community, and do not have any adverse effect on disabled pupils, staff or parents;
- Ensure that disabled people in our extended school community are treated in the same way as others, and equality of access takes into account specific needs;
- Ensure that activities and facilities we provide for wider stakeholders are equally accessible to all.

Making Reasonable Adjustments

At Meadowbank Primary School we expect all stakeholders to participate and achieve in all aspects of school life, and:

- Provide a secure environment where all our children achieve and **Flourish & Inspire** within the five outcomes of 'Every Child Matters';
- Provide independent learning with which all individuals are involved, reflected and feel a sense of belonging;
- Regard the needs of individual disabled pupils and take steps to avoid disadvantage;
- Provide support and equipment to alleviate substantial disadvantage;
- Reconstruct routines and activities to take account of the needs of individual disabled people and also those with disability that falls short of the defined timescale (12 months);
- Access support from external services and plan provision founded in day-to-day assessment by school practitioners and advice from practitioners from external services.

Policy into practice

The governing body is responsible for the school's duty not to discriminate.

A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.

Governor: Rachel Wardle

Staff Member: Victoria Megram

The Headteacher will ensure that all members of staff are aware of their responsibilities to all children without exception.

All members of staff are fully committed to the policy of not discriminating against children, parents or staff with disabilities.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

Monitoring

We have high expectations of all our children. We monitor a range of data to make sure that all children are making the best progress possible, and that no groups of children are underachieving.

The governing board reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

Disability Accessibility Plan

Statement of intent

This plan outlines the proposals of the governing body to ensure the best possible access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The academy governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

Date:

Headteacher Signature

Date:

Chair of Governors Signature

Appendix A

Planning Duty 1: Increasing the extent to which pupils with disabilities can participate in the school curriculum.

Objectives	Tasks	Resources	Lead
<p>To ensure that all staff have a comprehensive understanding of the SEND Code of Practice 2014 and Stockport’s Entitlement Framework.</p>	<p>Use of staff meetings delivered by SENDCo and through regular updates via staff briefing and staff showcase. Training opportunities provided by specialists within the local authority during INSET days and twilight training. Backdated training for new staff and ECTs.</p>	<p>Staff meetings INSET</p>	<p>SENDCo</p>
<p>To continue to strengthen co-production between school, agencies and parents.</p>	<p>Stockport co-production charter and ‘I Outcomes’ shared with staff. Staff to ensure they are working closely and transparently with families and agencies to create productive working relationships. Staff to develop their understanding of effective coproduction practices. SENDCo to continue to liaise with health providers, including Speech and Language Therapy, CAMHS, physio and Inclusion service to support meeting the needs of pupils</p>	<p>Staff meetings INSET Co-production charter I outcomes External agencies</p>	<p>SENDCo</p>

<p>To ensure that all lessons provide opportunities for all pupils to achieve, including appropriately scaffolded activities which allow all children to thrive and remove barriers to learning.</p>	<p>Senior teachers and subject leaders to effectively monitor lessons and analysis of pupil progress to focus on opportunities for children to access the appropriate curriculum with effective use of scaffolding to ensure, which allows all children to access ambitious objectives.</p> <p>Use of SEND monitoring with school SEND governor and SENDCo to identify strengths and areas for development across school in order to implement appropriate coaching and next steps.</p>	<p>Staff meetings INSET SEND Peer Review Coaching</p>	<p>SENDCo Teaching staff</p>
<p>To ensure that all staff are trained in supporting children who have needs across the four areas of SEND.</p>	<p>Regular information and strategies shared through staff briefing opportunities.</p> <p>SEND training opportunities through staff meetings.</p> <p>Makaton training for FS Teachers/TAs.</p> <p>Autism awareness training.</p> <p>Adaptive teaching training.</p> <p>Appropriate staff to be trained in manual handling of children (wheel chair users).</p> <p>Fortnightly support from Inclusion Service (SEMH teacher) with direct coaching of teachers and teaching assistants.</p> <p>Personalised staff training delivered by Inclusion Service (SEMH teacher surrounding Team Teach and strategies to support children with additional needs.</p> <p>Termly staff training with Inclusion Service (Cognition and Learning Teacher).</p>	<p>Staff meetings INSET Coaching External services</p>	<p>SENDCo</p>

	SENDCo to continually review staff skillset and seek appropriate training opportunities for staff.		
--	--	--	--

Appendix B

Planning Duty 2: Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.

Objectives	Tasks	Resources	Lead
To ensure that learning environments are accessible for children with limited mobility and children are able to access all areas of classroom and school with ease.	<p>Appropriate staff to be trained in manual handling of children (wheel chair users).</p> <p>Regular communication with physio and OT regarding appropriate equipment for children.</p> <p>Regular review of our learning environments accessibility.</p> <p>Careful planning and positioning of furniture to ensure ease of movement around the learning spaces.</p> <p>Ensure all appropriate entrances and exits are ramped.</p> <p>Ensure any new children attending school with additional needs are catered for and staff aware of how to use equipment. Adaptations to all learning spaces must be assessed to ensure that they meet or exceed requirements.</p>	<p>Manual handling resources</p> <p>External agencies</p> <p>Staff meeting/training opportunities</p>	<p>SENDCo</p> <p>Teaching staff</p>
To develop a sensory room for children across school.	Create a sensory room which is accessible and appropriate to support the sensory needs of all children across the school. This room will provide a	Sensory equipment	Resource Provision Teacher SENDCo

	<p>calming area for children with ASD and Social, Emotional and Mental Health difficulties. The sensory room will be created in discussion with the teachers and the governing board.</p> <p>Clear rules and expectations of how the sensory room must be treated to ensure it remains a safe space for supporting children who have sensory needs.</p>		Deputy Head Teacher Head Teacher
To ensure inclusive school environment is appropriate and supportive for all children with hearing and visual impairments.	<p>Work with Sensory Support Service for specific children and close monitoring of reports and plans for these children.</p> <p>SENDCo accessing Sensory training and cascade knowledge down to all staff.</p> <p>All rooms in school are well-lit and appropriate noise level maintained in different learning areas.</p>	<p>Sensory Support Service</p> <p>Sensory Training</p> <p>Staff Training</p> <p>Visuals</p>	SENDCo

Appendix C

Planning Duty 3: Improving information delivery to pupils with disabilities.

Objectives	Tasks	Resources	Lead
To ensure that all parents of SEND children are aware of schools provision.	<p>To host half-termly SEN Support Plan Reviews with parents of children with SEND, to ensure they are fully involved in the planning and provision for their child.</p> <p>To effectively communicate feedback from external agencies with parents and ensure all necessary meetings are held to promote co-production.</p> <p>Annual review meetings for children with EHCP.</p> <p>Trust SEND offer published on our school website.</p>	<p>SEN Support Plans</p> <p>Parent meetings</p> <p>Trust SEND offer</p>	SENDCo

<p>To ensure SEN information on our website for pupils and their families is available in hard copy to those who cannot access the internet.</p>	<p>Ensure paper copies of our SEN provision for pupils and their families are available in hard copies for families who cannot access the internet. Include contact details for the Stockport Local Offer.</p>	<p>SEN provision details Local offer Entitlement framework Support Plans</p>	<p>SENDCo</p>
<p>Children with sensory issues can feel overwhelmed with the communication in the learning environment</p>	<p>Provide break-out spaces and quiet zones for pupils who need quieter spaces and for interventions. Targeted provision for children who need separate quiet space to be included in SEN support plans in agreement with parents.</p>	<p>Quiet space resources SEN Support Plans</p>	<p>SENDCo</p>
<p>To develop the use of the ICT equipment for children with learning disabilities.</p>	<p>Children with additional needs who struggle with reading and recording to have access to word processors (using applications such as Clicker) and audio devices to support curriculum accessibility. Targeted provision for children who need the support of ICT equipment to be included in SEN support plans in agreement with parents.</p>	<p>SEN Support Plans Word processor iPads CD player/headphones</p>	<p>SENDCo</p>

