

Morton Primary School Disability Equality Scheme.

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

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents

1.1 Morton Primary School uses the "social model" of disability

Which recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs.

Morton Primary School is a fully inclusive school. There is equality of opportunity for all pupils to follow a full National Curriculum timetable and to take part in extra curricular activities and be involved fully in the life of the school. We aim to meet the needs of all pupils at the school effectively to ensure that they benefit as fully as possible from the education and experiences they receive and are able to attain their potential.

Every member of staff recognises the needs of the individual and endeavours to maximise the potential of every pupil. We aim to tackle as many barriers as possible and where pupils have additional needs staff have undertaken training.

Specialist learning resources are purchased and structural changes undertaken where appropriate to the needs of the child e.g. hand rails for steps. The impact of this is to provide the correct environment for all our pupils to thrive and progress in order to reach their full potential.

The school, in partnership with Governors, parents and external agencies, aims to maximise the self esteem of all its pupils.

We have a well structured behaviour policy, which all pupils and parents are aware of and a system of rewards based on stickers, certificates and merit assemblies. The behaviour policy is well understood and boundaries are clear and consistent.

1.2 School's Strategic Priorities.

The school has 81 pupils on roll. There are 7 year groups divided into 3 mixed age and 1 single age class in the mornings and 3 mixed age classes in the afternoons. Our admission number is 12.

Currently we have 2 statemented children, 7 at school action and 10 at school action plus.

The school is informed of pupils with additional needs who may be wishing to attend the school by the LA.

Prior to pupils entering the school the Headteacher will meet with the pupils and parents to discuss transition planning. Visits to the school are made by all pupils during the term prior to their admission to aid transition.

Contact is also made with external agencies for data, information and to discuss pupils.

Pupils are organised into classes and follow the National Curriculum for their age. Adaptations to work or lessons or levels of support are made depending on pupil needs. Staff are informed of any pupil who may have a special need by the Headteacher prior to their admission. A register of Special Educational Needs is kept by the school. For pupils who arrive part way through the year, information is passed to staff via meetings to discuss need. Specialist training, where required, will also be provided for all staff by external agencies.

Examinations

Pupils undertake SATs during year 2 and year 6. Appropriate provision is made for pupils with Special Educational Needs.

Related links

Bullying

Anti – bullying policy

Looked after children

Special Educational Needs policy

Child protection / safeguarding

Child Protection policy

Health and Safety

Health and Safety policy

Pastoral Care

We have a very strong system of pastoral care. Relationships between pupils, parents and school are very strong. There is a strong system of support for pupils and the school operates an open door policy. Support is sometimes provided by outside agencies e.g. behaviour support, SSEN, Family Resource Worker.

The school has a disabled toilet.

Learning and Teaching

We aim to provide a fully inclusive learning environment for all pupils, including beyond the classroom, to all areas of school life. The plan emphasises development at all levels of the school organisation, planning and provision to include:

- Learning and Teaching
- Clubs and after school learning
- Leisure, sport and cultural activities
- Visits and journeys

As part of the whole school professional development, lessons and staff are observed and supported by the Headteacher and subject leaders to ensure all pupils have access to the full National Curriculum.

The Headteacher ensures that all staff have INSET and guidance on all new policies, government initiatives, pupils needs etc.

1.3 Strengths and Weaknesses

We have extremely supportive parents as evidenced by attendance at parents' evenings and responses to questionnaires. It is on those occasions and through our open door policy that we receive most feedback from parents. In addition school reports provide opportunities for parents to comment and we encourage parents to contact school at any time should an issue arise.

We consult with pupils during school council sessions when the views of the pupils are collected and fed back to the Headteacher.

We also communicate with the wider community through the village newsletter.

We keep in close contact with outside agencies including Speech Therapist, Educational Psychologist, Behaviour Support and SSEN

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The School Improvement Plan (SIP) sets out priorities for improving the school curriculum to extend the learning opportunities through assessment for learning and target setting alongside improving standards in reading and writing and extending provision for pupils through providing an engaging and creative curriculum.

The school works hard to ensure that pupils with disabilities participate fully in all aspects of school life. Disabled pupils attend all educational visits and reasonable adjustments are made to trips and after school activities as appropriate. Risk assessments are carried out and additional staff plus resources are provided when needed.

The school will continue to focus on its clear and accurate assessment of National Curriculum Levels and access for all its pupils to all areas of the curriculum. We assess, monitor and evaluate the progress of all pupils on a regular basis and additional resources are used as appropriate to the needs of the child.

The new build has included a disabled toilet, wide doorways and paint colours which cater for the visually impaired.

Information for pupils with additional needs and information access for parents can be delivered in various formats depending on the need of pupils and parents e.g.

- Large print
- Modified language / diagrams
- Orally
- Differentiation of work
- In a variety of formats – worksheets, notices,

The school considers the needs of continued professional development for INSET training etc in order to maintain support and consistency for all pupils within the school.

Identifying the appropriate format depends on the needs of the individual. Teachers, Teaching Assistants and external agencies help to determine the most appropriate format for each pupil. The school continues to ensure that pupils and parents have access to information through written or verbal formats.

Objective	Action	Key Person	Resources	Success Criteria	Monitored and evaluated	Time
To ensure that all children have access to the curriculum.	Improve differentiation in lessons.	SENCO	Time, training from SSEN	Appropriate progress is made by all children.	HT, SMT, Govs.	Annually
To ensure that children receive specific intervention programmes to address needs.	Audit resources in school and resource gaps. Training for Staff on specific intervention programmes.	SENCO SENCO	Cost of books/ apparatus. Training from SSEN.	Children have apparatus to aid learning. Specific learning difficulties are addressed.	HT, SMT, Govs.	Annually
To improve the physical environment to allow access to all.	As improvements/ decorations are done, ensure that advice is taken to take into consideration access by all e.g. colours for visually impaired, ramps for wheelchair access.	HT, Premises Committee of Gov. Body	Capital funding for identified work.	The physical environment does not provide a barrier for pupils and parents.	Governors.	Ongoing.
To ensure that information given to parents is easily accessed.	Newsletters to have illustrations to aid access. All letters to parents to use plain language.	HT, School Clerk.	Time.	All communications are more easily understood.	HT.	
To ensure that views of all school users are considered to remove any barriers.	Questionnaire to parents. Interview of pupils. Consultation with local schools.	HT, Staff	Time	HT and Governors aware of any barriers to access.	HT, Govs.	Annually

3. How we will meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

The Governors, Headteacher and staff are aware of and have contributed to the school's accessibility plan. The plan will be revised on a regular basis, taking into account of those pupils attending (or due to attend) Morton Primary School. This review will be carried out by staff and Governors.

The evidence used to assist the review will be:

- SEN type of need for pupils on roll
- Effectiveness of support for pupils
- Differentiation for pupils
- Statement reviews
- External agency reports and input
- Government and LA policies and initiatives
- Feedback from pupils and parental questionnaires

The staff and Governors of Morton Primary School are fully aware of legislation on SEN, Disability, discrimination and accessibility and the Every Child Matters agenda.

Policies within this school which link and take into account this plan are Health and Safety, Asset Management plan, Special Educational Needs policy, Child protection policy and School Improvement plan.

The school co-ordinates and has close contact with many external agencies:

- School nurse, health visitors, inclusion officers, Family Resource Worker
- LA services; behaviour support, SSEN, Educational Psychologist