Disability Equality Scheme / Accessibility Plan

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Introduction

At Wheelock Primary School we are proud to be an inclusive school where providing inclusive learning for all is a guiding principle, which underpins our ethos and all that we offer and do. We believe that all stakeholders, including pupils, parents and carers, staff and governirs should feel valued, cared for, listened to and encouraged to make a full contribution to school life.

In this scheme we outline how we can provide disability equality for all pupils, staff parents and other users with disabilities in our school.

Statutory Duty

Our school has a duty to promote Disability Equality to ensure that disabled people are treated fairly.

Our duty is to make sure that:

- we promote equality of opportunity and access between disabled people and other people;
- we do not discriminate against anyone with disability, as defined in the Disability Discrimination Act 1995;
- we do not allow any form of harassment of people with a disability;
- we promote positive attitudes towards anyone living with a disability;
- we encourage people with disabilities to play a full part in our school life;
- we take steps to meet disabled person's needs even if this requires more favourable treatment.

Definition of disability

The Disability Discrimination Act of 1995 defines disability as:-

> "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".

The Act identifies a wide range of disabilities, including:

- physical or mobility impairments;
- visual impairments;
- hearing impairments
- developmental difficulties such as dyslexia, dyspraxia, autistic spectrum disorder;
- medical conditions e.g. epilepsy/asthma;
- mental health difficulties.

Our school

Our school serves the village of Wheelock and is sited in a semi-rural location on the edge of the market town of Sandbach. The school has grown rapidly in recent years owing to new housing estates consisting of private housing being developed around the original village, which contains a range of housing including a small council estate. The school has 390 children on roll aged from 4 -11 years, with 2 classes in each year group and employs 50 staff, a significant proportion of whom live in the local community.

Identifying disabilities

We have listed pupils who have a disability in line with the definition given in the Disability Discrimination Act 1995. We have developed a Vulnerable children list and considered all the pupils on the Special Educational Needs register and those pupils with additional needs, such as those arising from a medical condition. Any other children considered to be disabled by themselves or their parents/carers are also included on the register.

Staff, governors and parents have the opportunity to disclose any disability to the Headteacher in confidence: e.g. new staff members have this opportunity on application and following appointment (we follow Trust and Local Authority guidelines when recruiting new staff).

Development of the list showing disabilities of governors, parents, carers and other users of school is ongoing.

Attendance, exclusions and pupil performance audits related to pupils with disabilities are undertaken termly. Trends and areas to improve are identified and acted upon.

Scheme development

To achieve a welcoming school for everyone it is important that all users of our school have opportunities to voice their thoughts. Dialogue through newsletter feedback, questionnaires, informal discussion, forums and the Article 12 Squad (school council) are used for this purpose. Views from people with disabilities are particularly valued.

We appreciate the range of views from all users of our school. This helps us to focus on removing any barriers that people with disabilities may feel exist which prevent them from taking a full part in school life.

Topics include:

- being able to move around the building easily and confidently;
- being able to have an equal opportunity to access lessons and activities in school life;
- being able to access communication between home and school;
- improving everyone's awareness of the scheme in every aspect of school life.

Building/Environment

Our school site provides reasonably good access to disabled users. Nevertheless we are keen to listen to users' views to find out how we can improve and any further projects to develop the school buildings will take account of the needs of disabled pupils, staff and users of the school.

Access issues relating to the building are regularly reviewed by the trust and governors.

Curriculum access

- We have developed a 'vulnerable children list to ensure good progress is made by vulnerable groups including pupils with a disability.
- Children experience a variety of teaching and learning styles planned to include all learners.
- Children have individual - and group- learning targets, which are monitored closely to ensure that sufficient progress is made.
- All staff are trained in Assessment for Learning and this is regularly updated.
- All staff are trained in Ordinarily Inclusive Adaptive Practice
- SENDCo maintains the SEND register and plots provision of interventions and their outcomes.
- School Focus Plans (SSPs) are written, shared with pupils and parents, and reviewed termly.
- Teaching assistants are well trained and work in collaboration with the teaching staff to make sure that pupils with disabilities are supported.
- School allocates funds from the budget to provide extra support for children's learning and development, including those living with a disability.
- Mullti-agency work is promoted by the school. Advice is sought from outside agencies, such as: Educational Psychologist, Cheshire East Autism Team and School Health, to support staff in the best ways to meet pupils' needs.
- Early help processes are used to support children and families.
- Analysis of termly progress data helps the school to assess the effectiveness of extra support sessions for pupils with specific learning needs.
- Systems ensure that pupils who need assessments read to them have this support provided.
- IT is used as an aid for pupils with specific difficulties.

Communication between home and school

- School publishes a newsletter in a clear and accessible style so that content is straightforward to read (a paper copy of this can be requested).
- Personal contact is maintained with parents of children on the SEND register through a minimum of termly SSP review meetings. There is always an offer to explain reports sent home from outside agencies.
- All parents are offered the opportunity to speak to teachers to discuss pupils' progress and written reports.
- Our school website provides additional information for parents and carers.

Communication with school users

We use a variety of communication methods including:

- access to written information in the classroom;
- pupil interviews and Article 12 Squad;
- parent/carer questionnaire and forum;
- staff discussions and views;
- governors' links and meetings;
- parent/carer termly meetings.

Achievements of people with disabilities

Pupils with disabilities are encouraged to participate fully in school life. We do our best to encourage other users with disabilities to become actively involved, creating a fully inclusive school community.

All pupils have opportunity to participate in vital positions of responsibility such as article 12 squad members, monitors, play leaders, class buddies and pupils with disabilities have fulfilled these very effectively.

Celebration assemblies are used to highlight achievement of all children including any with disabilities.

Evaluation

Our school aims to remove/reduce any barriers that might make life more difficult for people with disabilities by making adjustments as appropriate to the building, learning and teaching styles and methods of communication.

Learning and teaching

Focussed planning for learning and assessment for learning processes carried out by all staff ensures that learning is accessible to all learners.

All pupils on the SEND register are monitored closely to ensure that they can access the curriculum at an appropriate level. This is achieved by constant review of intervention strategies through the provision-mapping process overseen by the SENDCO.

Collecting and using Data

The data we collect informs our school of developing patterns and trends. This information is used to support the school self review process and to inform future planning.