



Equality Scheme and Accessibility Plan for Pupils



**Barcombe Hamsey Plumpton
Skylark Federation**

**Reviewed and approved by FGB: September 2018
Next review: September 2019**

SignedChair of Governors Date

Signed Executive Headteacher Date

Equality Scheme and Accessibility Plan for Pupils

Date	Review Date	Coordinator	Nominated Governor
Sep. 2017	September 2018	Stewart James-Executive Head Teacher	Peter Clark

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In response to the Access Audit undertaken by Hamsey Primary School we have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school. The plan is as follows:

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Development area	Targets	Strategies	Outcome and by when	Goals achieved
Delivery of the curriculum	<p>Training for all staff on differentiating the curriculum.</p> <p>All classrooms are organized to promote the participation and independence of all pupils.</p> <p>Audit of pupil needs and staff training to meet those needs.</p>	<p>Undertake an audit of staff training requirements.</p> <p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Review location of interactive Smart Boards.</p> <p>Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.</p>	<p>All staff are able to more fully meet the requirements of disabled children's needs re accessing the curriculum. Ongoing.</p> <p>The needs of individual pupils are accommodated. Ongoing.</p> <p>Teachers are aware of relevant issues (SEND changes); the use of other professional partners has been made available. Throughout 2018/2019</p>	<p>Increased access to the curriculum; needs of all learners met. Parents informed.</p> <p>Increased access to the new curriculum.</p> <p>Increased access to the new curriculum.</p>
The physical environment of the school	<p>Appropriate use of specialized equipment to benefit individual pupils and staff.</p> <p>Appropriate use of colour schemes for internal/external decoration to benefit pupils with visual impairments.</p> <p>Resolve uneven areas in the playground.</p> <p>Review provision in EYFS external space.</p>	<p>Appropriate computing equipment purchased (or existing equipment adapted) for pupils with specific recording difficulty. Writing equipment addressed. Follow advice on contrasting colours and redecorate as necessary.</p> <p>Repaint/paint white lines to mark level transitions. Address issue of uneven surfaces (playground, for example). Review how EYFS provision is set up, looking at equipment and its location.</p>	<p>All teachers are able to more fully meet the needs of our SEND children re accessing the curriculum. Priority for 2018/2019.</p> <p>The decoration of the internal and external environments supports all of our children. Playground areas are marked appropriately and even. Ongoing from throughout 2017/2018. Monitored in 2018/2019.</p> <p>Priority for 2017/18; CY and PE to work with EYFS staff re this in Term 1 and Term 2. Monitoring of EYFS space in 2018/2019.</p>	<p>Increased access to the new curriculum; learners' needs met.</p> <p>Physical accessibility of the school is increased (for pupils and parents with visual and physical impairment, for example). Areas maintained on a regular basis.</p> <p>Physical accessibility of the school is increased.</p> <p>EYFS space is engaging and revitalized.</p>
Provision of information in other formats	<p>Availability of written materials in alternative formats.</p>	<p>Staff aware of services available through the LA. Disabled visitors aware of facilities through signs and newsletters, for example. Improve availability of information.</p>	<p>Communication continues to improve. Signage and information supports the school community and visitors. Priority for 2017/2018 and 2018/2019.</p>	<p>Written information available in alternative formats. Information is appropriate. Take-up of information (leaflets, for example) increases.</p>

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We wish to work closely with the School Council to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We, as a school community, have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aim

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Equal Opportunities Committee;
- delegated powers and responsibilities to the Executive Head Teacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the Disability Discrimination Act (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty respect the child's and parents right to confidentiality;
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- the responsibility endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupil's diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils
- responsibility for ensuring that the school complies with all equalities legislation;

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- nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominate a link governor to visit the school regularly, to liaise with the Executive Head Teacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Executive Head Teacher

The Executive Head Teacher will:

- work closely with the Equal Opportunities Committee;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- in conjunction with the Governing Body, devise a new plan every three years;
- oversee the implementation of the policy, scheme and plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school personnel with disabilities;
- inform the Governing Body on the training programme for school personnel;
- monitor the effectiveness of this policy;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Executive Head Teacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Executive Head Teacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;

- annually report to the Governing Body on the success and development of this policy

Role of the Equal Opportunities Committee

The Equal Opportunities Committee will fully integrate disabled people into this school by:

- undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be taken into account;
- identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides;
- identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers;
- identifying what needs to be done to improve communicating written information to disabled people;
- helping pupils to recognise, understand and learn how to treat people with disabilities by:
 - identifying different kinds of disabilities
 - visualizing what it might feel like to be disabled
 - supporting and interacting with disabled people
 - empathising
- ensuring good lines of communication are in place with parents namely:
 - newsletters
 - weekly information letters
 - school website
 - annual pupil reports
 - termly parent-teacher consultations
 - curriculum evenings
 - PTA events
- identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;
- identifying what needs to be done to improve our provision of courses for adults and families who have particular needs in the community;
- identifying the training needs of school personnel;
- annually review this policy and the Disability Accessibility Plan

Role of the Senior Leadership Team

The Senior Leadership Team will:

- provide resources to support this policy;
- monitor the progress and development of this policy;
- assess the impact of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;

- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council/Pupil Governors

The School Council/Pupil Governors will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

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Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Executive Head Teacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Equalities	▪ Inclusion	▪ Special Educational Needs & Disabilities
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Executive Head Teacher:	Stewart James	Date:	25/11/17 20/9/18
Chair of Governing Body:	Janice McBrown Peter Clark (from 20/9/18)	Date:	1/10/17 Revised 20/9/18