

SOUTH DARLEY C.E.
PRIMARY SCHOOL



ENJOY LEARNING:
EMBRACE CHALLENGE!

SOUTH DARLEY C of E PRIMARY SCHOOL DISABILITY EQUALITY SCHEME, ACCESSIBILITY PLAN AND REASONABLE ADJUSTMENTS POLICY

Person/Committee responsible for reviewing/updating this plan	SEN&D Lead & Headteacher	
Policy Number	235	
Date First Issued	25.04.16	
Date of Next Review	Term 4 2025	

Date of Review	Governors Meeting Reference Number	Approved by name	Comments
25.04.16	FGM25042016.17.2	Paul Wilde and Kevin Dean	
18.05.20	VFGB18052020.14.5	P Wilde & K Dean	
08.02.21	VFGB08022021.14.3	P Wilde & K Dean	

**Disability Equality Scheme, Accessibility Plan and
Reasonable Adjustments Policy
South Darley CE Primary School**

Introduction

South Darley CE Primary School is committed to ensuring equal treatment of all its children, employees 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 and practices or accessing any of the services the school provides.

We aim to maintain a culture of inclusion and diversity, in which disabled people are able to participate fully in school life. The achievement of disabled children will be monitored, and this data used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school. This scheme should be read in conjunction with our Equality Policy.

Definition of Disability

The Disability Discrimination Act 2006 (DDA) defines a disabled person as someone who has a 'physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

An impairment is to be taken to affect normal day-to-day activities if it affects:-

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech
- Hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

General Duties

We will actively seek to:

- Promote equality of opportunity between disabled people and other persons;
- Eliminate discrimination that is unlawful under the act;
- Eliminate harassment of disabled people that is related to their disabilities.
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life. It is also important to respect the wishes of disabled children so that they do not feel pushed into activities they do not wish to take part in;

- Take steps to take account of the different disabilities that people have, even where that involves treating disabled persons more favourably than other persons (positive discrimination);

This is also known as the Disability Equality Duty (DED) and applies to all disabled children, staff and those using the school. In addition to the general duty to promote Disability Equality, South Darley CE Primary School has specific duties placed on it to:

- Appraise and update the Disability Equality Scheme every two years.
- Report on progress annually.

Specific Duties

The production of this Disability Equality Scheme provides a framework for integrating disability equality into all aspects of South Darley CE Primary School's school life. The specific actions being undertaken can be found in the table below.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Equality and Inclusion				
Targets	Strategies	Outcome	Timeframe	Goals Achieved
Accessibility Plan and Equality Statement continues an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually	

Training to raise awareness of equality and disability issues generally, and when specific issues arise.	Discuss issues in school evaluation sessions. Provide training for governors, staff, pupils and parents when required. Pupil needs to be discussed at pupil review / IEP meetings	Whole school community aware of issues relating to access and the need to consider reasonable adjustments where possible	Training to be ongoing as required.	
Review Inclusion and Equal Opportunities for recorded evidence of how staff provides access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	Any issues included in headteacher's report to governors. Discussed annually with all staff at SES day.	

Physical Environment

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SENCo to audit accessibility of school buildings and grounds. Governors Resources Committee to check accessibility and then produce actions as part of minutes.	Necessary modifications or reasonable adjustments to services will be made to school as required and where feasible.	Monitored twice a year at Resources meetings.	
Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible where feasible and if not feasible, reasonable adjustments to services planned in advance.	When new construction is planned.	

Curriculum

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Continue training for teachers and support staff on different aspects of SEN&D including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.	Training when required.	
All out-of-school activities are planned to ensure the possible participation of all our pupils.	Check all out-of-school provision to ensure compliance with legislation that will allow all our pupils to take part.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Reviewed for every activity.	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	When necessary, ensure that classrooms have the right layout and technology to ensure that all children can learn appropriately	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed at pupil review meetings / lesson observations / learning walks.	
Access arrangements to meet individual's needs when taking tests etc will be	SENco will ensure appropriate testing and reports are provided in	All pupils will have their individual needs met where reasonable, and	Schedule to coincide with SATs registration.	

applied for and support provided when required.	order to apply for access arrangements.	any barriers to achieving their full potential will be removed where possible.		
Written / Other Information				
Targets	Strategies	Outcome	Timeframe	Goals Achieved
Make available school brochures, school newsletters and other information for parents/carers in alternative formats, including other languages, if requested.	<p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats and different languages.</p>	The school will be able to provide written information in different formats when required for individual purposes, where it is feasible.	On request.	

Reasonable Adjustments

Schools and education authorities have had a duty to provide reasonable adjustments for disabled pupils since 2002: originally, under the Disability Discrimination Act 1995 (the DDA 1995); and, from October 2010, under the Equality Act 2010.

If our ways of providing services and teaching to parents, staff or pupils make it impossible or unreasonably difficult for customers with disabilities to use our services, we must make any changes that are **reasonable in the circumstances**. These changes are known as reasonable adjustments.

The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

The Governing Body, wherever possible, will agree to reasonable adjustments being made to school (if required) to assist a person or child with a disability including:-

- Adjustments to premises or delivery of services at another location (and possibly by different staff);
- Reallocation of duties for staff;
- Consideration of alternative methods of delivery;
- Consideration of more flexible working for staff;
- Training;
- Acquiring or modifying equipment; and
- Modifying instructions or reference manuals

The school will record each and every time a person makes an application for a reasonable adjustment. The record will indicate what the request was and the decision, along with reasons for granting or refusing the request. A reasonable adjustment record form is available from the school office.

Monitoring and Review

The Headteacher monitors this policy and reports to the Governing Body on the effectiveness of this scheme on a regular basis and makes recommendations for further improvements.

This scheme and policy will be reviewed in accordance with the school's monitoring and review cycle. The Governing Body, may, however, review the scheme earlier than this in response to new regulations, or if they receive recommendations on how the scheme may be improved.