

Spooner Row Primary School Disability Equality Scheme and Accessibility Plan 2019/20

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995(DDA) to cover Education.

Since September 2002, the Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

Part 1 of the Disability Discrimination Act (DDA) 1995 defines a disabled person as someone who has, *'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.'*

- Physical impairment includes sensory impairments
- 'Mental impairments' includes learning difficulties and an impairment resulting from, or consisting of, a mental illness.
- 'Substantial' means more than minor or trivial
- 'Long term' is a period longer than (or likely to be longer than) 12 months.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects

- Speech, hearing, eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

The definition is broad and may include hidden impairments such as dyslexia, autism, speech and language impairments, and attention deficit hyperactivity disorder (ADHD).

People with cancer, multiple sclerosis, HIV infection, or a severe disfigurement are automatically covered by the definition.

There is significant overlap in school between those who count as disabled and those with Special Educational Needs (SEN). Not all disabled children have SEN (e.g. asthma, heart problems, cancer etc.) and not all SEN children have a disability (e.g. some children with emotional or behavioural difficulties). A disabled child has SEN if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available in their local school.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is an action plan showing how the school will address the priorities identified in the plan.

Spooner Row Primary School fully supports the vision of Norfolk Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe: to be loved, valued and respected: and to have high aspirations for their future.

Spooner Row Primary School endorses the Norfolk Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Spooner Row Primary School has involved disabled pupils in the development of this scheme by

- Work in PSHE lessons/circle time
- Personal interviews to accommodate particular communication needs
- Discussions at class councils/school council

Spooner Row Primary School has involved disabled Staff in the development of this scheme by

- Personal interviews to accommodate particular communication needs
- Discussions at staff meetings

Spooner Row Primary School has involved disabled parents and other users of the school by:

- Requesting involvement via the school newsletter
- Consulting directly with a disabled parent who responded to the newsletter

As a result of our consultations we found that disabled stakeholders felt the school was generally easily accessible to them. The following plan acts on suggestions made.

Spooner Row Primary School

Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Actions	Outcomes
Short term	1. Develop awareness of disability through the curriculum	a) Planned curriculum work b) PSHE	Raised awareness of disability
	2. Ensure that all activities are reasonably adapted to be accessible to disabled pupils	a) Alert centre of disabilities (including SEN) b) liaise c) conduct pre-visit risk assessment d) Assign extra staff to visit	All pupils given the opportunity to participate
	3. Provide signage for pupils with Speech and Language difficulties	a) Signalong update course for teachers and LSAs	Improved communication for pupils Improved skills of staff
	4. Provide suitable classroom organisation for pupils with	a) Sensory support advice	Pupil able to lip read

	hearing loss		
	5. Provide suitable resources for pupils with visual impairment	a) Sensory support/ Ed Psych advice b) Coloured overlays etc	Pupil has equal access to all teacher produced resources
Medium term	1. All staff familiar with the basics of signalong	Staff familiar with signalong – use for greetings and simple sentences	All staff begin to use signalong to enable better communication with pupils with Speech and Language difficulties

Spooner Row Primary School
Improving access to the physical environment

	Targets	Actions	Outcomes
Short term	1.Privacy for meetings with disabled parents (unable to climb stairs to office)	a) Arrange to have meetings in admin office	All parents have privacy when meeting with HT
	2. Thoroughfare for disabled stakeholders	a) Keep Library and corridors clutter free	All stakeholders can safely access all areas of the school
	3. Comfortable seating arrangements for all stakeholders at assemblies	a) Always have adult sized benches set out at assemblies	All stakeholders can attend assemblies
Medium term	1.Access over steps (eg into classrooms/corridors)	a) Moveable ramps to be used as necessary	All stakeholders can safely access all areas of the school

Spooner Row Primary School

Improving delivery of information that is provided in writing for pupils who are not disabled

	Targets	Actions	Outcomes
Short term	1. The school will support pupils who cannot read	a) The school will provide a visual timetable b) adult support will be targeted at these pupils	Equal Access to information
Medium term	1. The school will take advice on how to provide information to disabled stakeholders which would usually be provided in writing for pupils who are not disabled Also for parents who cannot read	The school will seek advice from: <ul style="list-style-type: none">○ SST○ Educational Psychologist○ Sensory Support○ Chapel Green School○ Any other relevant agency	Equal Access to information