



Holbrook Primary School

DISABILITY EQUALITY SCHEME

Disability Equality Scheme

School name: Holbrook Primary School
Period covered by plan: 2008-2011

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 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 that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This Scheme 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:

- increasing 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 the delivery to disabled pupils of information.

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

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents, governors and users of the school.

1. Starting points

1A: Vision and Values: Holbrook Primary School's Disability Equality Scheme

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

We are proud of the individual differences of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

1B: Information from data and analysis of need

The Disability Discrimination Act defines a disabled person as someone who has '*a physical or mental impairment which has a*

substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means '*more than minor or trivial*'. '*Long-term*' means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Attainment on entry to Holbrook School shows a broad spread of ability, but is average overall. 0.5% of pupils have a Statement of Special Educational Needs. Following an audit of needs we have concluded that approximately 14% of our pupils would meet the above disability definition and 1% of staff. We have several parents, siblings and grand-parents who would also meet these criteria.

Staff at the school have undertaken the following training since January 2008 (See *Glossary of Terms and Acronyms below*)

"Accredited Multisensory Training for TAs" (Level 3) Jan – June 2008, (one TA)

"Practical Strategies to Support Pupils with ASC/Soc. Comm. Difficulties in the Classroom" Inclusion Support Team Feb 2008 (4 TAs)

"Primary SENCo Conference" April 2008 (SENCo)

"Transition for Children with ASC/Soc. Comm. Difficulties" Inclusion Support Team, May 2008 (5 TAs and 2 Parents)

"Autistic Spectrum Conditions in the Classroom" Marianne Hickman from the Inclusion Support Team, Sept 2008(whole staff training)

"Supporting and Developing Emotional Literacy in Children with ASC Part 1" Inclusion Support Team, November 2008 (3 TAs)

"Supporting and Developing Emotional Literacy in Children with ASC using SEAL" Inclusion Support Team, February 2009 (3 TAs)

"Emotion Based School Refusal Training" CAMHS, March 2009 (SENCo)

"Primary SENCo Conference" March 2009 (SENCo)

"Attachment Difficulties and Behaviour" Laura Dunstan, EP 2 sessions April 2009 (whole staff)

"Supporting Transition for Pupils with ASC" Inclusion Support Team, June 2009 (3 TAs and 1 parent)

"Supporting Literacy in the Classroom" June and July 2009 (2 TAs)

PLANNED

"Difficulties in Literacy Development" OU E801 funded by the government October 09 – July 10 (SENCo)

"The Inclusion Development Plan, Autism Focus" Inclusion Support Team, November 2009 (2 TAs to date)

"The Inclusion Development Plan, Dyslexia Focus" SENCo November 2009 (whole school)

Glossary

'ASC' = Autistic Spectrum Condition (includes Asperger's Syndrome and Social Communication Difficulties)

'Soc. Comm. Difficulties' = Social Communication Difficulties (an Autistic Spectrum Condition)

'Transition' = Refers to children moving up a class or Key Stage and also the move from primary to secondary school

'Inclusion Support Team' = The West Sussex Team of Advisory Teachers who have expertise in various areas of SEN

'SEAL' = Social and Emotional Aspects of Learning

'CAMHS' = The Child and Adolescent Mental Health Service

'The Inclusion Development Plan' = A set of 3 DVD resources for school staff training issued by the Department for Children, Schools and Families (DCSF) about Dyslexia, Speech & Language Difficulties, Autistic Spectrum Conditions and Emotional/Social and Behavioural Difficulties

Over the last two years the attendance of pupils with disabilities has been at least commensurate with the school average if not above average. No pupil with a disability has been excluded in that same period.

The school has an Accessibility Plan and the following amenities are in place:

- Adapted toilet
- First aid room with a 'time out pod' – a small safe room with cushions.
- Improved fencing and security.
- Widened the accessible parking space.
- Improved evacuation routes in an emergency.
- Portable ramp for the outside classroom block.
- Transit wheelchair for the use of children and adults.

The Combined Action and Accessibility Plan attached to this Scheme details further planned improvements.

School trips are planned on the basis that all pupils are included, and both Bowles and Dalesdown already cater for such pupils.

Using RAISE online, in house tracking and lesson observations by senior staff, we track and analyse the achievement and progress of all our pupils. Through this analysis we have identified the following issues for our pupils with disabilities (See also SEF and School Improvement Plan):

- ***Although Teaching Assistants are well trained, we need to invest in training class teachers in maximising the use of additional adult support.***
- ***Some pupils need to develop more independence. TA training in 09/10 to focus on encouraging the independence of the children.***
- ***A need to review the 'Staying Safe' agenda, this includes SRE.***

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. Further monitoring of recruitment, retention and career development in relation to staff needs to be undertaken.

The following policies have been reviewed by the Leadership Team to consider their impact on pupils, staff, parents and governors with disabilities and the following actions agreed:

- Behaviour Code and the school rules (School to involve pupils in a more accessible and visual version of the rules for notice boards)
- Anti-bullying (CR/DM to rewrite with School Council);
- School trip venues (EVC to arrange additional risk assessment training);
- Homework (HT to review with School Council and investigate parents' area of website/moodle for staff to record tasks and deadlines);
- The administration of medicines and health care plans (HT/SENCo to review TA job descriptions with School Nurse);

1C: Views of those consulted during the development of the Scheme

The priorities and actions highlighted in this Scheme have been informed by:

- A consultation with all pupils using the Healthy Schools' Audit.
- The annual parents' survey.
- Consultation with the School Council.
- The annual staff survey.
- Consultation with the school EP and support service colleagues.

2. Starting points

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

See Combined Action Plan and Accessibility Plan (Appendix 1).

The school is committed to incorporating "Quality First Teaching" principles into all lesson planning. In addition, "personalising learning" is an area of focus within the current School Improvement Plan.

Many day to day operational tasks previously done by the SENCo have been delegated to TA's, freeing up the SENCo to operate in a more strategic way:

- evaluating the effectiveness of interventions and relative effectiveness;
- observing more lessons and sampling lesson planning, looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning;

- monitoring the appropriateness of pupil groupings;
- monitoring the deployment of Teaching Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

The PSHE Co-ordinator will review how well we are developing awareness of disability through the PSHE and Citizenship Curriculum, the assembly programme and through visiting speakers. In the last 2 years we have had audited all staff and pupils in relation to views on disability with the help of the 'Enable Me' project.

2B: Improving the sensory environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services

See Combined Action Plan and Accessibility Plan (Appendix 1).

2C: Improving the delivery to disabled people of information.

See Combined Action Plan and Accessibility Plan (Appendix 1).

Admissions Form filled in by parents/carers of new pupils has been amended to ask about access needs. Parents of new pupils are made aware that they can request letters, newsletters etc in different formats (e.g. in Braille, in simplified language, on audio-tape or video-tape, using a symbol system). Or alternatively that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information.

In addition various improvements are included in the Action Plan (see Appendix 1) in relation to improving signage (emergency procedures, internet safety, school rules, health and safety etc).

3. Making it happen

3A: Management, coordination and implementation

This Scheme will be reviewed every 2 years by the Disability Equality Scheme Working Party. A report updating the Governing Body will be presented to inform budget planning for the new financial year. The update will be preceded by consultation with pupils, staff and parents. The update will include specific evidence of impact over the preceding 2 year period.

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision)
- School Improvement Plan;

- Staff Training
- School Premises Development
- Health and Safety Action Plan;

3B: Getting hold of the Scheme

The Scheme is available in the following ways:

- The Scheme is available on the school website (click on "Inclusion" tab);
- A copy can be requested from the School Office or alternatively we can email it to you through ParentMail.

Appendix 1: Disability Equality Scheme Action Plan & Access Plan

Holbrook Primary School

Date: 2009-11

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ▪ Review accessibility of ICT (including whiteboards) using specialist expertise ▪ Involve pupils in review of software. ▪ Prioritise new software to purchase. ▪ Ensure Moodle is accessible to all pupils 	Ongoing	Funding as required.	ICT Co-ord & SENCo, AHT, HT	<p>Leadership Team</p> <p>Governors</p>
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from</p>	<ul style="list-style-type: none"> ▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. ▪ Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and 	Ongoing	Staff meetings.	All staff	<p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership</p>

pupil groups.	<p>resources are organised in accordance with pupil need.</p> <ul style="list-style-type: none"> ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. ▪ Seek issues and feedback from "Teaching and Learning" focus group and Pupil Survey. ▪ Review Staying Safe PSE (SEAL) Curriculum. ▪ Medical/Disability Needs file providing essential details of children with conditions e.g. nut allergies, asthma, that all staff must be aware of. 	To be updated every year and if a new pupil joins the school.	SENCo time. Resources to print copies of school photos with parental permission.	<p>Curriculum Learning Teams</p> <p>Teaching & Learning Focus Group</p> <p>HT, AHT & SENCo</p>	Team and Governors
	<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>		Update training needed on risk assessments for trips and extra curricular activities.	HT DH/AH Governors	<p>Leadership Team</p> <p>Governors</p>

<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, and Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. ▪ Consult pupils and staff on any proposed changes. ▪ Introduce new/revised policies 	<p>Ongoing</p>	<p>Leadership Team and SENCo time to review policies.</p> <p>Development time for homework section of the website.</p>	<p>Leadership Team and SENCo</p>	<p>Governors</p>
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Improve signage of evacuation procedures, internet safety, fire drill etc ▪ Review new signage of room functions. ▪ Look to exploring a sensory garden (Learning though Landscapes) 	<p>Sept 2010</p> <p>Summer 2011</p>	<p>Allocate 10/11 budget for playground improvements FOH project</p>	<p>Site Manager School Council PDP with LA Safety & Premises</p>	<p>Access and Inclusion Sub-group Premises Committee</p>
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ Evaluation Survey to staff and pupils ▪ Review Assembly Programme: widen focus of Different/Same theme ▪ Involve local disability groups in assemblies and 	<p>Summer 2010</p> <p>Ongoing</p>	<p>£800</p>	<p>PSHE Co-ord, RE Co-ord and DH/SENCo/HT</p>	<p>Leadership Team and Governors</p>

	visits to school				
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats when required</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. 	Ongoing availability as required.		Admin. Manager	HT/DHT//AHT
<p>Staff</p> <p>Promoting equality of opportunity for staff</p>	<ul style="list-style-type: none"> ▪ Monitor data in relation to recruitment, retention and professional development. ▪ Encourage disclosure of disability. ▪ Incorporate questions into annual staff survey. 	Ongoing	Possible Access to Work application (if necessary) Disability/Medical Needs info. forms for all adults in the school community.	Head/Bursar/DHT/AHT	Governors