



Incorporating our Disability Equality Scheme

Introduction

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 that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

The requirement for schools to produce a Disability Equality Scheme (DES); in order to fulfil their Disability Equality Duty (DED) came into force for schools in the primary sector in December 2007. It would therefore seem sensible to produce the DES at the same time as the Accessibility Plan (AP), so that in future the two may be reviewed concurrently. The DES is slightly different from the AP because it incorporates staff, children, parents and wider community users of the school. There is also a statutory duty to involve disabled people in the production of the DES, whilst in the AP, it is only optional. However, as we already consult widely for the revision of our AP, the two documents can successfully use the same evidence base and have a shared Action Plan.

The plan will be available on the school website, and paper copies are available upon request. Our school is committed to ensuring staff and trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We work with a range of external agencies as part of our ongoing provision for all pupils, for example the Occupational Therapy team to provide equipment and resources, or the Physical Disability and ICT team for ongoing advice and support related to physical disability.

We have included a range of stakeholders in the development of this plan including pupils, parents, staff and Governors.

Therefore, the Accessibility Plan forms Section 1 of this document; The Disability Equality Scheme, Section 2. The Shared Action Plan forms Section 3.

Legislation and Guidance

This document meets the requirements of [Schedule 10 of the Equality Act 2010](#) and the [Department of Education \(DfE\) guidance for schools on the Equality Act 2010](#).

[The Equality Act 2010](#) defines an individual as disabled if he or she has a physical or mental impairment that has a “substantial” and “long-term” adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), “long-term” is defined as “a year or more” and “substantial” is defined as more than minor or trivial. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make “reasonable adjustments” for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Section 1: Accessibility Plan

This plan sets out the proposals of the Governing Body of Woolsery Primary 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 which is provided in writing for pupils who are not disabled.

It is a requirement that the schools' accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address priorities identified in the plan.

1. Starting Points

1a: The purpose and direction of the school's plan: vision and values

Woolsery Primary School has high ambitions for all its children, irrespective of race, colour, creed or impairment. Our Mission Statement, "Learning in a caring environment at the heart of the community" underpins all facets of the school. We expect all children to be able to participate and achieve in every aspect of school life.

Our school's commitment to equal opportunities is driven by the Every Child Matters agenda, together with the National Curriculum Inclusion Statement. With this in mind, we:

- Set suitable learning challenges;
- Respond to children's diverse needs;
- Overcome potential barriers to learning and assessment for individuals and groups of children.

At Woolsery Primary School, we aim to identify and remove barriers to disabled children in every area of school life including the physical geography of our buildings, access to the wider curriculum and the provision of appropriate specialist care where necessary.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Maintenance of Teaching Assistants, deployed across the school, to support children's access to the curriculum at the direction of the Class Teachers.
- Careful selection of support staff working with specific statemented or needy children in order to maximise effectiveness of support. Where applicable, this may involve re-deploying existing staff members to these roles and placing fixed-contracts in mainstream roles.

1b: Information from pupil data and school audit

Woolsey Primary School in context

As of September 2021, the school has 130 children on roll. Only 14% are known to be eligible for free school meals; the number of pupils for whom English is not their first language is 1 compared to historical figure of 4. The number of pupils identified as having special educational needs is 16, although this figure will rise in the coming year as children's needs are carefully assessed. We presently have 3 children who have an Educational Health Care Plan.

As a primary school we have clear indications of the children's attainment on entry and as they move through the school, with Foundation Stage assessments taking place in preschool and in the very early stages of their reception year. Over the past few years there has been considerable variation in the standards achieved with each cohort but the number of children transferring with emotional, social and speech and language needs seems to be on the increase.

As a school we are fully involved in the Atlantic Coast Cooperative Trust, of which we are a member school, which aims to promote and develop Every Child Matters Agenda across Bideford College and its partner primary schools which serve some 4,500 children and young people aged 5 – 19, their families and younger siblings. Area profiles for Bideford and partner primaries show a continuing need for the support of children and young people and their families. According to the Torridge District Profile 2019, Torridge continues to be in an area of deprivation. Several Torridge wards fall into the most deprived quartile based on Index of Multiple Deprivation. Bideford has just over the average number of lone parent families.

Affordable housing is a key issue particularly as reliance on tourism and seasonal agricultural work increases low pay levels. The average price of a home had increased to £237,535 in 2019. Torridge has been identified as one of the most deprived quartile for Barriers to housing, services and living environments. There are high levels of hidden unemployment and around 45% of homes in the Bideford South and Bideford East have average incomes of less than £16000.

How well does the School work with Disabled Children

Children at Woolsey Primary School designated as having a Disability

Children currently moving through the school who fall under the DDA are shown in Appendix A, along with the nature of their disability.

Future intakes are likely to follow a similar distribution of disabilities, and the school should be prepared to meet the needs of future children in its planning, as well as those already on roll.

Staff Awareness

All staff have been made aware of the requirements of the Disability Discrimination Act and have been actively involved in drawing up this plan: Staff have identified children in their classes who fall under the Act, and have suggested ways in which the school needs to improve in order to meet their needs. Staff have suggested where further advice needs to be sought in order to meet the needs of specific children.

Disabled Children's participation in school life

Children who are included under the provisions of the Act participate fully in every aspect of school life wherever possible. Where appropriate, the school will actively promote rest days and time away from school for children with more severe disabilities. The school looks at ways of providing a valuable learning experience for off-site visits, including Forest School, and development of good differentiation in PE, both of which have been identified as areas of potential weakness. The school has been quick to implement suggestions from various Advisers in relation to specific children, and we will continue to do so.

The School Environment

The school is set on a sloping site, with some steps and ramps between different teaching areas, and a lift in the main school building. This means that the physical layout of the school will not provide a barrier to movement or learning.

The Curriculum

The curriculum is evolving all the time to become more creative and responsive to all children's needs. Paradoxically, this may mean that some elements of a future curriculum may be less accessible to children under the DDA than at present. For example, this may include access to off-site learning, Forest School sessions, greater emphasis on physical education and outdoor activity and more speaking and listening drama and role-play. When building in new innovations, staff will be asked to consider how such children can also benefit from more creativity, rather than be excluded from it. We will survey existing off-site providers to ascertain the measures they have in place to accommodate disabled children and will continuously review of Forest School provision to ensure it remains accessible, achievable and relevant for all our children.

Information Provision

The introduction of Interactive Whiteboards has enabled children under the DDA to have copies of whole-class teaching close to hand. These can be reproduced at any size, appropriate to the needs of the particular child. Similarly, more printed material can be legitimately copied and enlarged as appropriate. The school has sufficient technology to produce such copies in monochrome or colour, depending on the needs of the learner and the nature of the task.

The school has invested in providing access to all children to google classroom. This enables children who find scribing difficult to use technology to assist them in completing their work, and for the teacher to provide work specific to the individual child. By having this facility children who need to take rest days can carry on with their education via google classroom, and therefore still maintain contact, and be included in class provision.

Outcomes for children with disabilities at Woolsery Primary School

Children who have, in the past, been designated as being Disabled have made good progress academically and socially whilst at Woolsery Primary School. Lesson observations include provision for children with SEND.

The School has set the following priorities for the development of information and data to support the school's accessibility plan:

- Ensure disabled children's voices are represented on the School Voice
- Ensure that data collections regarding SEN and G&T children include and monitor Disabled children as a discreet group
- Ensure that the school Website is accessible to disabled children.
- Monitor access to out-of-school learning for disabled children, including after-school clubs, PE, off-site learning and Forest School; including the surveying of providers of such opportunities so that appropriate venues can be selected.

1c: Views of those consulted during the reviewing of the plan

Views and Aspirations of the Children

Children who were deemed to be Disabled during the 2020-21 academic year were asked what the school could do to improve their access to the school.

- Playtimes can get very cold for physically disabled children because they can't move around to keep warm, They can access a covered area where they can enjoy fresh air, whilst being sheltered from the wind.
- They are allocated a buddy who helps them access playground games with their friends.

Views and aspirations of the Parents of Disabled Children

Parents of children were asked to contribute to the plan. None were able to suggest ways in which access for their children could be improved, apart from the suggestion of the buddy scheme above.

Views and priorities of the Local Authority

Recommendations from the visual impairment team

- Use of precise language (e.g. “put it in the cupboard under the window”, rather than “put it over there”, when the child can’t see “over there”.)
- Use of highly coloured, well contrasting equipment and materials.
- Use of well-inked pens on non-interactive white boards.
- Children all encouraged to accept differences
- Clear signage throughout the school
- Highlighted steps, rails and slopes
- Avoidance of staff standing where they will be silhouetted
- Staff read out what they write on the board
- Worksheets of 2 pages of A4, rather than an A3 sheet

The School has set the following priorities in respect of consultation on the plan:

- Continue to monitor and report on views of parents and children regarding provision and access under the DDA
- Implement recommendations from Advisory Teams, where appropriate.

2 The Main Priorities in the School’s plan

2a: Increasing the extent to which disabled children can participate in the school curriculum

- To maintain Teaching Assistants across the school ensuring that they are deployed together with any Exceptional-funded Teaching Assistants to best fit the needs of the children.
- To ensure that, through the development of a more flexible, creative curriculum, disabled children are not set at a disadvantage.
- To review arrangements for disabled children participating effectively in off-site activities.
- To review arrangements for disabled children participating effectively in Forest School sessions.
- To monitor off-site learning providers to ensure they are able to cater for disabled children.

2b: Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services:

The school has set the following priorities for physical improvements to increase access:

To work with the Local Authority to ensure the building is accessible and exit routes conform to legislation.

2c: Improving the delivery to disabled children of information that is provided in writing for children who are not disabled:

The school has set the following priorities for providing information for disabled children:

To ensure all staff are familiar with google classroom and to ensure that they know how to make good quality resources in both monochrome and good quality colour.

Ensure views of disabled children are represented on the School Council.

3 Making it happen

3a Management, coordination and implementation

- The planning process:
- The Governing Body will be involved in consultation and adoption of the plan.
- The Governing Body will ensure that the plan's progress is reviewed alongside the School Improvement Plan (SIP).
- The Plan will be evaluated in the same way staff evaluate progress of the SIP. The plan will have time limitations built in to ensure each action is implemented, completed and reviewed correctly. The Success Criteria will identify how each planned action will be evaluated.

Coordination

The SENCo will oversee the plan, working in close cooperation with the Headteacher, School Business Manager and Governors.

The plan will highlight links with the following existing plans:

- The School Improvement Plan
- SEND Policy
- Asset Management Plan (AMP)
- Health and Safety Policy and Procedures, including monitoring report
- Disability Equality Scheme.

3b Getting hold of the school's plan

The school makes its Accessibility Plan available in the following ways:

- Paper copies of all policies and procedures are available for open access at the school office.
- The main forum for sharing the plan will be on the School Website.

Section 2: Disability Equality Scheme

1.Consultation and involvement

The Following stakeholders will be consulted in the development of our DES:

- Disabled children – through group discussion and School Voice
- Non-disabled children – through School Voice questioning
- Staff and Governors – through staff meeting discussion and paper response exercise
- Parents of disabled children – through discussion
- Parents and family members who may be disabled – through school newsletter
- Hirers – through discussion

Staff, Governors and children will be directly involved in the writing of the DES and Accessibility Plan by revisiting drafts and ensuring their views are adequately communicated.

Parents or other family members who declare an interest following our Newsletter article will be involved in the same way.

2.Gathering Information

The school will monitor existing staff's needs under the DDA through staff meetings.

All recent and future appointments are monitored for disability through the use of the standard Local Authority Application Form.

The School will continue to monitor disability as pupils are admitted through the use of the Pupil Admission Form.

Although the school is not required to disabilities amongst other stakeholders, it will continue to do so as the DES is reviewed, using the mechanisms described in Section 1.

3.Monitoring Effectiveness and Assessing Impact

The school will ensure that future data collection and scrutiny includes the monitoring of children identified as having a disability. This information will be used to gauge the effectiveness of the school's policies and plans in regard to the DDA.

Other monitoring mechanisms already described in the Accessibility Plan will be used to inform the DES, and feature in the Action Plan.

The Action Plan will have success criteria built in, and these will be used to determine the effectiveness of the Plan, as with all such plans within the school.

4.Reporting and Reviewing

The School notes its duty to report the progress made regarding the equality of opportunity for disabled people. The annual evaluation of the Action Plan's Success Criteria will be published on the School Website, following initial publication to the Governing Body.

The DES will be reviewed every three years, together with the Accessibility Plan and a new Action Plan will be drawn up at that time.

Reviewed November 21 for Governors January 2022

Appendix B: Information for Staff

Accessibility Plan

Please have a think about any children in your class who you think might be disabled under the Disability Discrimination Act (see “is Tom Disabled?” for details). I need to find out if the school is capable of meeting their needs at present, and if so how the curriculum and /or environment is currently modified to suit them,

If we are unable to fully meet their needs at present, please describe what needs to be done to change this. I also need to know if there is anyone I need to consult with (apart from yourselves) to meet the child’s needs or bring about change. Examples might include parents, other agencies or the child him/herself.

Thanks for your help in this. Please return the forms to me as soon as possible.

Thank you.

Matt

Child	Nature of disability	Meeting needs Y/N	Comment (including who might also be consulted)

Is Tom disabled? (from Accessibility Plan guidance document)

1. Does Tom have difficulty with any of the following “normal day-to-day activities”?

Mobility: getting to/from school, moving about the school and/or going on school visits.

Manual dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball.

Physical coordination: washing or dressing, taking part in games and PE

Ability to lift, carry or otherwise move everyday objects: carrying a full school bag or other fairly heavy items.

Continence: going to the toilet or controlling the need to go to the toilet.

Speech: communicating with others or understanding what others are saying. How they express themselves orally or in writing.

Hearing: hearing what people say in person or on a video, DVD, radio or tape recording.

Eyesight: ability to see clearly (with spectacles, /contact lenses where necessary) including any visual presentations in the classroom.

Memory or ability to concentrate learn or understand work in school including reading, writing, number work or understanding information.

Perception of the risk of physical danger: inability to recognise danger e.g., when jumping from a height, touching hot objects or crossing roads.

2. Is Tom's difficulty caused by and underlying impairment or condition?
3. Has Tom's impairment or condition lasted a year or more?
4. Is the effect of Tom's impairment or condition “more than minor or trivial”?

If you have answered yes to questions 1 – 4, then Tom is probably disabled under the DDA. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

Woolsery Primary School

School Improvement Plan for Accessibility and Disability Equality Scheme

Development objective	Action Required	Staff Resp.	Resources required	Cost	Start Date	Due Date	Monitoring	Success criteria
Provide full access to site	Maintain ramps and access to disabled services	MC	Identified under NPS survey contract	Ongoing			H&S coordinator and Governors	Ramps will be at standard or as near to standard as is reasonably practicable given limitations of the site
	Maintenance of lift	SM	Identified under NPS Survey contract	Ongoing			H&S coordinator	Access to upper two classrooms will be maintained, or alternative arrangements put in place
	Renew markings to show changing levels and steps (externally) and ensure quality of step nosing (internally)	MC	Paint and new nosing when required	Maintenance	Ongoing	Ongoing	H&S coordinator and governors	Markings will increase visibility of changing levels to safety standards

	Ensure Disabled facilities in good working order, including alarm, emergency lighting and changing bed	SM	Alarm & lighting identified under NPS Survey Contract. SBM ensure changing bed serviced annually					
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Review Curriculum Access	Ensure staff possess skills and technology to make good quality copies of information at large scale	HT	Upgrade photocopier, scanners and printers as needed	Lease (copier) £1389	Ongoing		SLT	Production of quality enlargements will be easy and efficient
	Audit off-site visits as curriculum is remodelled to ensure disabled provision	HT	Time	Nil	Ongoing		SLT	Chosen venues will enable all children to access quality first-hand experience
	Audit Forest School activities to enable access to all	MC	Time Ensure paths and access to Forest School maintained	£200	Ongoing		SLT	Forest School area will be fully accessible to all
	Ensure website is accessible to all	MC	Provide different formats for website viewing/listening	Nil (Time)	Ongoing		School Voice	Website will be accessible to all children