



# NORTH WINGFIELD PRIMARY & NURSERY ACADEMY™

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Further Information/Guidance	<p>Equality Act 2010: advice for schools DfE February 2013</p> <p>SEND Code of Practice 0-25 (June 2014) SEND Policy and SEND Information Report</p> <p>Statutory Guidance on Supporting pupils at school with medical conditions April 2014</p> <p>The National Curriculum in England Key Stage 1 and 2 framework document</p> <p>Safeguarding Policy</p> <p>The SEND Local Offer</p> <p><a href="http://www.derbyshiresendlocaloffer.org/">http://www.derbyshiresendlocaloffer.org/</a></p>

## **Policy for Disability Equality**

### **The Law**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

According to the Equality act 2010: Definition: "A person suffers a disability 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 carry out normal daily activities."

Physical or mental impairment can include both sensory impairment and learning difficulties. Some medical conditions may also have a long-term and substantial effect on students' everyday lives.

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 students, under Part 4 of the DDA:

- not to treat disabled students less favorably for a reason related to their disability;
- to make reasonable adjustments so that disabled students are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

The Disability Discrimination Act builds on existing responsibilities for schools, including the duty to make reasonable adjustments and plan strategically to increase access to schools over time.

**1.1** North Wingfield Primary and Nursery Academy is committed to the principles of accessibility, that our school should be available to everyone, at the same level and on equal terms.

**1.2** North Wingfield Primary and Nursery Academy already provides for the additional needs of disabled pupils who have Special Educational Needs. Under the 2010 Equality Act any discrimination by schools against current or prospective pupils in accessing education will be outlawed. The new duties laid down by the DDA are aimed to build on and complement the best inclusive practices.

**1.3** In accordance with requirements North Wingfield Primary and Nursery Academy will make their plans available to the public by ensuring they are included in the School prospectus and the School's Profile and Website.

This will focus on the following areas

- Admission arrangements for disabled pupils
- Arrangements for ensuring disabled pupils are treated equally to all other pupils
- Facilities to assist access to the school for disabled pupils

2. Schools are now required to plan under three main areas.

- **Increasing access to the school curriculum**

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 within a reasonable time frame.

- **Improving access to the physical environment of the school**

This covers improvements to the physical environment of the school and physical aids to access education.

- **Improving the delivery of information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Plan
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health and Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational needs Policy

**2.1** The school has a key role in planning to increase access to the curriculum for a range of disabled pupils and although it is likely that pupils with learning difficulties will face the greatest barriers this can largely be overcome by Statements of Special Educational needs or at different stages of the SEN Register.

**2.2** All schools have a responsibility to provide a broad and balanced curriculum for all pupils but the curriculum is much broader than just teaching and learning. It also includes after school clubs, sporting and cultural activities and school visits. The national curriculum provides the starting point for planning for children with specific needs. The statutory inclusion Statement on the provision of effective learning opportunities for all outlines how the National curriculum can be modified to provide relevant and challenging work.

The three essential principles for developing a more inclusive curriculum are;

1. Setting suitable learning challenges
2. Responding to pupil's diverse learning needs
3. Overcoming potential barriers to learning and assessment

Currently at North Wingfield Primary and Nursery Academy, all pupils are included in all aspects of school life. All children have access to all areas of the school as the school is only 6 years old and the building is designed and built to take into consideration accessibility for all pupils. However, it is important that plans consider reviewing and looking at all aspects of accessibility on an annual basis.

**2.3** Pertinent staff training (teaching and non-teaching) will be accessed through LA provision., by specialists either on County wide courses or specific to our own needs. It is important that all staff are aware of how to access this training, not only from the LA, but also other agencies like Health and Social Services. The school continues to update training in a range of specialist skills to meet the needs of pupils at North Wingfield Primary and Nursery Academy

- Sign language / Makaton
- Epilepsy Training
- Training via Visual Impairment Services
- Medical training -specialist feeding
- Moving and Handling

The school will also be able to share good practice with other schools within the academy.

- 3** Current provision and access improvements for North Wingfield Primary and Nursery Academy are evaluated on an ongoing basis.
- 4** It is vital for pupils and parents who are disabled that they are able to access all information in a format which they can easily access. (Braille, audio tape) The school is able to access via the LA a range of services that can be used to convert documents into the appropriate formats.
- 5** The school has a statutory duty to publish information about their accessibility plans and this is available on the website.
- 6** As part of their inspections, OFSTED will monitor schools' accessibility plans.

### AIM 1 - Improving access to the physical environment

Targets	Actions/strategies	Timescale	Responsibility	Outcomes/Success criteria
School is aware of the access needs of disabled children.	Create access plans and evacuation plans for individual disabled children. Liaise with feeder nurseries to identify children who may need additional to or different from provision in Sept intake Offer home visits to parents to discuss entry Expectations.	Before admission	SENCO/ SENTAs EYFS Team	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Parents are confident their children will be provided for
The school is aware of the access needs of pupils, staff, governors, parents / carers and visitors	To record any access issues which may arise for pupils as part of induction process, writing of health care plans, individual provision maps. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access arrangements during recruitment process.	Ongoing	SENDCO	Aware of all needs of all stakeholders.
Ensure all disabled pupils can be safely evacuated PEEPs to be written for all pupils requiring one.	PEEPs to be written for all pupils requiring one.	ASAP	SENDCO	Disabled pupil will be evacuated safely.
All fire escape routes are suitable for all.	Make sure all areas of school can have wheelchair access.	Ongoing	Site Manager	Fire escape routes are accessible for all pupils and adults.
Review and replace inadequate lighting in all areas	Seek advice on the lighting in all teaching areas from the VI Service	Annually	SENDCO	Lighting improved for visually impaired and hearing impaired children currently in school.

Ensure all fire escape routes are suitable for all	Systematically on a rolling programme check the fire doors to make sure they open smoothly and close in the event of a fire. Ensure they are accessible to disabled people	Ongoing	HT H&S governor	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.
To ensure developing outdoor provision is accessible to all pupils	Whilst developing the outdoor provision keep in mind the disabilities of children that will be accessing the area	Ongoing	All CTS	All children can access the curriculum opportunities provided outside
All classrooms are wheelchair accessible and internal layout is enabling for the wheelchair user to access all areas within the classroom.  To organise classrooms to promote the participation of pupils with learning and physical disabilities.	Make reasonable adjustments to furniture to accommodate the needs of individual pupils. It is important that all pupils can circulate freely around the classroom, and can access storage areas, equipment, sinks, sockets, and so on.  The provision of ample space and level access is important for those using assistive devices, such as wheelchairs, crutches or canes.	Ongoing	ALL CTS	To continue to assess further new classroom layouts, furniture, equipment, sound and vision, ICT, lighting and ceiling, carpeting in terms of wheelchair disability accessibility and engagement with those with hearing impairment and auditory memory difficulties.

Pupils with emotional, psychological or mental health issues may need more space around them, or they may need access to quiet rooms to allow them to refocus. In some cases, they may need spaces that allow for engagement with a number of adults at one time.

Appropriate use of lighting and colour can help to create a calming environment. Pupils who have intellectual or learning disabilities will benefit from a design approach that reduces visual and auditory distractions. Distractions can arise from other children passing through nearby corridors, or from noisy sports or music activities, or from external distractions, such as buses or grass cutting.

Pupils who have difficulties with remembering and concentrating will also benefit from reduced distractions. They may need access to assistive technology (such as a laptop computer with specialist software) to help them to manage their learning processes.

A suitable acoustic environment that avoids or reduces noise distractions will also be helpful.

## AIM 2 - Improving access to the curriculum

Targets	Actions/strategies	Timescale	Responsibility	Outcomes/Success criteria
Increase confidence of staff in differentiating the curriculum	Give staff meeting time to discuss differentiation and approaches Ensure training for staff in identified conditions e.g. dyslexia, VI, cerebral palsy Provide opportunities for staff to visit specialist schools and other staff working with SEN children Support from SSSSEN services	Ongoing	HT/SENDCO	Raised confidence of staff in strategies for scaffolding and increased pupil participation.
Ensure TAs have access to specific training on disability issues	Identify TA training needs and inform Professional Development process TAs to access relevant CPD courses each year Relevant staff to have and keep updated their moving and handling training.	Ongoing	SENDCO/ SENTAS	Raised confidence of TAs as above.
Ensure all relevant staff are aware of disabled children's curriculum access	Ensure work is differentiated for children Time for discussions between staff around transition time Additional needs children should have quick reference guides available for staff to refer to when necessary (one page profile)	Ongoing	SENDCO and all staff  SSSEN/SEN TAs	All staff aware of individual pupils' access needs.
Ensure all school trips are accessible to all	Contact venues before trip and assess access for disabled children	Ongoing	EVC	All children in school able to access all school trips and take part in range of activities.
Continue to review PE Curriculum to make PE accessible to all	Gather information in accessible PE and Disability Sports Invite disabled sports people in for particular sessions. Qualitas staff to be made aware of children's specific needs.	ongoing	PE Coordinator/ CT	All children able to access PE and disabled children more able to excel in sports.

Ensure disabled children participate equally in after school and lunch time activities	Survey participation in clubs at lunch and after school by disabled children Organise additional activities for excluded Pupils	Ongoing	PE coordinator	Disabled children confident and able to participate equally in out of school activities.
Appropriate use of specialist equipment to benefit individual pupils and staff/ Use IT software to support learning.	Reasonable adjustments checklist to be shared with all staff Make sure the relevant software is purchased, installed and available to use where needed All pupils who need it have access to IT software to assist in learning and recording.	Ongoing	ALL CTS	Increase in access to the EYFS and National Curriculum. Needs of all pupils are met
Curriculum accessibility and differentiation  Aim: to ensure pupils with SEND and EAL needs can access the School curriculum. Ensure that learners with learning or language needs can access activities and learning	Review curriculum to ensure that it caters for and is accessible for pupils with SEND and EAL Review schemes of work to ensure that SEND and EAL needs are catered for and that staff allow for the additional planning and time needs of learners with SEND/EAL	Termly	All Staff	To review the use of assistive technology to ensure that learners with SEND can access curriculum effectively, such as: mind mapping, text to-speech and speech recognition software.



Ensure all staff remain up to date in disability equality knowledge	Investigate training avenue. Ensure new staff access similar CPD courses	Dec 2022	SENDCO	All staff work from a disability equality perspective.
Develop system for involving TA's in curriculum planning	Establish joint TA/ teacher planning opportunities.  Personalised Planning for SEND children. Set up system for joint TA's/teacher evaluations	Sept 2022	All CTs	Improved involvement of TA's in planning and evaluation of lessons.

### AIM 3 - Improving access to information

Targets	Actions/strategies	Timescale	Responsibility	Outcomes/Success criteria
Review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to school – ensure this information is passed on each year to new teachers. Review all letters home to check reading age/Plain English Aware of parents needs e.g. large print, use of website/email, reading letters to parents etc	Ongoing	HT	All parents getting information in format that they can access e.g. large print/email
Ensure all staff are aware of guidance on accessible formats	Distribute DDA guidance from DCC Provide guidance to staff on dyslexia and accessible information	Ongoing	SENDCO	Staff continue to produce routine information to children in more accessible ways.
Use parent's preferred choice of communication	Ask parents/carers and children about access to information and preferred formats in all reviews Develop strategies to meet needs	Ongoing	HT/SENDCO	Staff more aware of pupil's preferred methods of communication.
Continue to develop visual timetabling for SEND children	Now/Then boards AM/PM board Staff meeting to share good practice	Ongoing	SENDCO/SENTAs	All children clear about timetable and secure about what is happening.
Continue to ensure information is readily available in school for parents of SEN children	Maintain parent's information board on SEN / disability issues	Ongoing	SENDCo	Increased confidence of parents of disabled children and those with SEN to support their children's education.
Continuous review of materials currently provided [in written format to parents/carers] including curriculum resources, timetables, handouts, newsletters, information about school events etc. Consider various strategies (ICT, large print, audio, pictorial) for providing information taking into account possible parent/carer disabilities (for example hearing and visual impairment) and their preferred format for information in a reasonable timescale.				

## **Monitoring arrangements**

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board, the local authority and the headteacher.

Monitoring will include the following checks:

- Everyone understands their role in ensuring that the building operates efficiently, both on a day-to-day basis and in an emergency;
- Appropriate skills and disability/equality training are included in staff induction training;
- Training is updated routinely;
- Contract workers are appraised of their safety duties and responsibilities in advance of commencing any work;
- High temperature surfaces (e.g. radiators, portable heaters, cookers etc.) are protected;
- General staff: Fire alarms, visual alarm indicators and emergency evacuation equipment and facilities are kept unobstructed;
- Maintenance staff: Both visual and audio fire alarms are operative;
- Hazardous areas, are kept locked.

