Sheringdale Primary School
Accessibility Plan and Disability Equality Scheme

At Sheringdale Primary School we are committed to providing a fully accessible environment and curriculum which values all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. It is our aim to remove all barriers for children, staff and parents alike to ensure that every person can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

Under the Equality Act 2010 the Governing Body has key duties towards pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- not to treat disabled staff or parents 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.

Definition of Disability

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.

The Disability Discrimination Act 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 for disabled people's disabilities even where that involves treating disabled people more favourably than other people.

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

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 our commitment to inclusion and our response to the needs of 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.

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

Sheringdale Primary School has high expectations of all its pupils, regardless of disability. Key elements in ensuring disabled pupils can access the curriculum include:

- focussed and cost effective deployment of additional adults;
- appropriate pupil grouping and use of peer support;
- development of the awareness of disability through the curriculum;

- access to specialist advice and support;
- provide staff with training appropriate to the needs of pupils with disabilities.

In addition, disabled pupils need access to other aspects of learning and school life, through:

- recreation;
- movement around the school;
- special events: sports days, visiting theatre groups or story-tellers;
- extra-curricular activities and after-school clubs;
- school trips.

Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Changes to the physical environment have included:

- Lift access to second floor.
- Disabled toilets on both floors.
- The provision of ramps and improvements to doorways.
- The provision of particular furniture and equipment to improve access.
- Changes to the layout of the playground and other common areas – eg: wildlife garden/top garden.
- Evacuation chair installed.

Outcomes	Strategies	Success criteria
Ensure that any child who is classed as having a disability has appropriate access to the curriculum. To gather and monitor data on disabled pupils and their attainment levels. Ensure that training for any identified LSA's (supporting a child with an EHCP) is appropriate to the need of the child.	Identified training for staff to enable children have full access to the curriculum. Ensure that staff are able to identify and provide effective provision for children with disabilities. Ensure that all staff have access to specific training for disability issues. Ensure that all staff can adapt the curriculum and are aware of specific SEND resources. Accurate differentiation ensuring that disabled pupils make at least good progress relative to their starting points. Teachers are aware of relevant issues and can ensure this group have equality of access to lifelong learning. Use professional partners where available.	Children's progress monitored / identified resources are used effectively / staff are managed effectively through performance management. Monitoring takes place during lesson observations and performance management. Adapted curriculum. Assessment systems for pupils with a disability streamlined to ensure small step progress can be tracked and monitored. Curriculum is reviewed to ensure it meets the needs of all pupils. Regular training for additional needs is undertaken by staff.

Classrooms are optimally organised to promote the participation and independence of all disabled pupils.	Classroom organisation monitoring. Full environmental audit undertaken in EY to ensure accessibility for visually impaired child.	Rooms and resources meet the needs of individual children. Support from various services (eg: vision impairment service; hearing support service & physiotherapists) to ensure classroom accessibility.
Monitor uptake of clubs for children with SEND. Ensure that all pupils are able to fully partake in class visits and residential visits subject to appropriate risk assessments	To ensure where possible that clubs and residential visits are accessible for all children who wish to participate by planning alongside parents.	Clubs reflect a proportional mix of pupils with SEND. Risk assessment and consultation with parents/specialist bodies. Out of school activities to be conducted in an inclusive environment with providers who comply with all current and future legislative requirements. Extra-curricular clubs leader- Paddy Hill. Priority given to PP and SEND children for club sign up.
To ensure the school develops children's awareness of disabilities.	Ensure that the new PHSE curriculum and content is covered and that disability awareness is taught effectively. Provide opportunities for children to meet with people with a variety of disabilities. Purchase books that promote a positive image of disability. Autism and dyslexia awareness. Assemblies on celebrating differences and disabilities awareness.	Embedded within curriculum and topics. New PSHE curriculum introduced. Host disability awareness events.
Ensure that disabled pupils can access the facilities and support they require. Improve and maintain access to the physical environment.	Lift for access to second floor. Disabled toilets on both floors. Ramp Corridor width Changing facilities and bed in medical room to perform catheterisation & support child with spina bifida. Evacu-chair.	Disabled pupils have access to all facilities. Adaptions made to sport's day activities for disabled pupils.
Ensure that disabled children are not victims of bullying or harassment.	Record and report with racial incidents reporting incidents of disabled harassment. Update harassment/ bullying policy to make explicit reference to harassment on the grounds of disability and a policy of zero tolerance regarding disability and discrimination. PSHE teaching to cover bullying and disability awareness. Disability awareness assemblies to be run linked to charity events.	Procedures in place to record both disability and racial incidents and follow up actions to be completed.
Ensure that staff are fully informed and trained with regards to	Access to specialist resources and sharing of strategies.	All staff confident to meet the needs of disabled children.

supporting children.		Staff SEND CPD linked to areas of SEND need within their classroom. Resources required to support provision maps purchased and disseminated.
Ensure that disabled parents are supported to access information about their child's progress at school	SEND review meetings held termly to ensure all parents have additional time beyond the normal parent interview to discuss their child's progress	Parents are kept up to date on the progress that their child is making. They are aware of their targets and which interventions they are receiving.

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