Oxbridge Lane Primary School Disability Equality and Accessibility Scheme Policy and Action Plan

Date of Review	Date to be Reviewed
January 2021	January 2023
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Oxbridge Lane Primary School Disability Equality Scheme Policy and Action Plan

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This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people and will include the reviewed and revised School Accessibility Plan.

Introduction

Duties under Part *SA* of the DDA 2005 require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meetthese duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

Duties in Part 4 of the DDA 1995 require the governing body to plan (The Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- 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.

1. Starting points

The purpose and direction of the school's scheme

1.1 The purpose of the school's scheme is to meet the duty to promote equality of opportunity for disabled pupils, staff, parents and other users of the school.

- Establish with all staff overall vision of the duty to promote equality of opportunity for disabled pupils, staff and parents.
- Six elements of the duty are:
    - Promoting equality of opportunity
    - Eliminating discrimination
    - Eliminating harassment
    - Promoting positive attitudes
    - Encouraging participation
    - Taking steps to meet disabled people's needs, even if this requires more favorable treatment

Action by SLT responsible for DES:

- Raise awareness of 6 elements with all staff, governors, parents and pupils.
- Refer to 'Implementing the DDA in Schools'
- Ensure understanding of the broad definition of Disability within the DDA.
- Encourage disclosure of disability by pupils, parents, staff and other users of the school.
- Set up working party, membership to include:
    - SLT Member - HT and DHT
    - Governors
    - SENCO

The Key Functions of the Working Party will be:

- To ensure the involvement of disabled pupils, staff and parents;
- To arrange for the gathering of information.
- To consider arrangements for impact assessment

1.2. Involvement of disabled pupils, staff, parents and other users of the school.

The school will consider and plan to involve disabled pupils, staff, parents and other users of the school. The school will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

1.3. Information gathering

The collection of information is crucial to supporting Oxbridge Lane in making decisions about what actions would best improve opportunities and outcomes for disabled pupils, staff and parents. The information will also subsequently help us to review our performance.
Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved.

Identifying disabled pupils, staff, parents and other users of the school is key to the development of the DES.

Definition

The DDA 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.'

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

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 or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Information to be gathered

- Recruitment, development and retention of disabled employees
- Education opportunities available to and achievement of disabled pupils
- Disabled parents carers and other users of the school (All efforts to be made to collect information)
- Make decisions on how the information is to be held in school, and how it interlinks with other registers. Do we have just one school profile with differing levels of access? Confidentiality and need to know clauses required.

1.4. Impact assessment.

Impact assessment refers to the review of all current and proposed policies and practices in order to formally assess their impact on disabled people. Impact assessments will be an on-

going process to ensure that our policies and practices develop and evolve and will be incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duty to promote disability equality.

2. Identifying the main priorities for and deciding actions

The priorities for the Disability Equality Scheme action plan will be set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Some of the priorities identified will themselves be about:

- improving information;
- improving the involvement of disabled pupils, staff and parents.

3. Making it happen

3.1. Implementation

The scheme will be supported by detailed action plans and incorporated into our School Improvement Plan, with oversight of the governing body so that progress can be checked.

The Action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

Our DES will incorporate the school's Accessibility Plan. The evaluation of the present plan will inform the action plan within our new Disability Equality Scheme.

We will evaluate the effectiveness of our scheme with our School Improvement Partner and Ofsted when the school is inspected.

3.2. Publication

The working party will decide how best to publish the DES either as a separate document or as part of the School Improvement Plan. We will provide a copy for anyone asking for it in a range of formats.

3.3. Reporting

We will report annually on the progress made on the action plan and its effect on policy and practice within the school. (Via GB reports)

3.4. Reviewing and revising the scheme

As part of the review of the scheme, we will:

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will continue to:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

The accessibility plan and the disability equality scheme will be planned and produced at the same time as one document.

The main documents that will inform the development of this scheme are:-

- Implementing the Disability Discrimination Act in schools and early years setting, DFE
- Promoting Disability Equality in Schools, DfE Guidance.

ACCESSIBILITY PLAN 2019 - 2021

Objective	ECM Outcome	Action / Activity	Resources	Person Responsible	Timescale	Monitoring / Evaluation
1. To ensure that the physical environment of the school and site are fully accessible to all pupils, staff and the whole school community.	Stay safe; Enjoy and achieve; Make a positive contribution	• Incorporate when and where appropriate the recommendations of the LA Access Audit. • All new builds and refurbishments take account of all access and equality issues. • Ensure all staff are aware of 'duty of care'. • Staff are able to act on concerns and write risk assessments when potentially unsafe situations are identified. • Monitor environment and site to ensure it remains safe for the whole school community	LA accessibility audit. Equality Act 2010. SBC yearly H&S check. Risk Assessments: in school, school visits.	AB FGB FGB FBG	Ongoing	• Monitored by LA • Suitability for purpose evaluated by staff and pupils • All staff responsible for monitoring any situations that are potentially unsafe for any member of the school community. • Risk assessments evaluated by SBC. Report produced and actions for improvements identified. • Reports to Govs in termly HT reports.
2. All included pupils have access to all aspects of the curriculum on their level and need.	Be healthy; enjoy and achieve; make a positive contribution; achieve economic well being.	• Implement the reviewed curriculum to make it more **skills** based. • Personalised learning plans & SEND Support Plans prepared for identified pupils. • Curriculum is adequately resourced with specialist equipment where necessary. • Extended school activities for targeted pupil groups (to include visits beyond the school day). • Further develop communications with parents/carers about	All staff/ health professionals and support services. Contextual Overviews School Diversity Profile Capitation via SEND budget School newsletter Parent questionnaire LA training	All staff LA - provide information in alternative formats HT/DHT/Tls / SEN Co-ordinator Staff & TAs. HT/DHT/SEN Co-ordinator	Ongoing	• All staff to monitor in terms of improved levels of attainment in all subjects. • SEN Co-ordinator to monitor overall impact - report to SLT. • Effectiveness of provision monitored via consultation with relevant focus groups. • SEN Co-ordinator to evaluate in terms of% SEN Support Plan targets achieved. • LA monitoring of extended school activities. • Evaluate quality/ impact of

		curriculum. • Access staff training for learning and physical difficulties. • Access outreach help for specific pupils. • Establish intervention Groups for e.g. Fast track phonics Abacus, Education City, Reading Eggs	LA training	SEN Co-ordinator SEN Co and subject co-ordinators		courses via school CPD evaluative procedures. • Evaluate with LA, parents, pupils and staff at SEN reviews the value of outreach support and the dual registering of pupils. • Monitoring by class teachers. Impact evaluated by subject co-ordinators.
3. To ensure that the Accessibility plan is led, managed and evaluated to a high standard.		• Ensure that inclusion has a high profile and is shared by the whole school community. • Consult all stakeholders on changes to the plan. • Ensure that the plan is disseminated and understood by all the stakeholders. • Ensure that inclusion is an integral part of policies, vision and ethos of the school.	Gov Legislation	All staff Governing body	Ongoing	• Monitored by Governing body via termly HT reports. • Evaluated by stakeholder focus groups. • Evaluate inclusive ethos of the school by seeking views of the LA and the wider school community. • Evaluate via school self evaluation processes.
4. Ensure smooth transfer of pupils from primary to secondary school.	Enjoy & achieve; Achieve economic well being.	• Disabled pupils are identified early and personal support plans in place in Y5 & Y6 in conjunction with partner secondary school; • Pupils' needs are clearly understood in advance of transfer by key staff in secondary school and appropriate measures in place to meet their needs. • To ensure transition guarantee introduced by LA is followed.	UKS2TL Y5/Y6 staff SEN Co-ordinator	All staff Year 6 Teacher	Ongoing	• Monitored annually by GB;
5. To make reasonable adjustments to		• Individual needs are identified in terms of access to the school, its	Devolved Capital funding.	SEN Co-ordinator Site Supervisor	Ongoing	• Monitored annually by GB; • Adjustments evaluated annually in terms of

accommodate the needs of individual employees, pupils or members of the wider community in order that no area of school is inaccessible to them.		facilities and curriculum; • School is increasingly accessible to a wider range of service users.				increased accessibility.
6. To keep absence rates registers including statistics for disabled employees.		• Keep register up to date and accurate.	Admin Time.	Administration Staff	Ongoing	• Monitored by LA • HT reports to GB termly.
7. To keep record of employee exit routes including promotion for all employees including disabled colleagues.		• Create record of exit routes and reasons for leaving the school.	HT Time Admin Time	HT Administration Staff	Ongoing	• Exit interviews monitor exit routes for staff; • HT reports to GB termly.
8. Ensure equal opportunities within the workplace.		• Update policies to include equal opportunities statement; • Monitor practice.	SEN Co-ordinator evaluation time.	SEN Co-ordinator Link Governor	Ongoing	• Equality of opportunity and its impact on school performance is evaluated and HT reports to GB annually.
9. To seek local authority support to provide information in a variety of formats for parents/carers and members of the wider community.		• Information is available in written, spoken and other formats where appropriate according to the specific needs of individual stakeholders.	SEN Co-ordinator Time Admin Staff Time Materials & costs of specialist services.	SEN Co-ordinator	Ongoing	• Inclusion Link Governor monitors & evaluates quality of information provided to stakeholders & reports to GB annually.