

Equality Information And Accessibility Plan

January 2018

Nurturing the potential of all, striving to be the best we can be.

Enjoy, Learn, Achieve

Introduction

Netherfield Primary and Pre-School operates in full compliance with our obligations under the Equalities Act 2010. This Equality Information and the Accessibility Plan sets out the proposals of the Governing Body of Netherfield Primary School to ensure our practices and policies comply with the Equalities Act and SEND Code of Practice and increase access to education for disabled pupils.

At Netherfield Primary School and Pre-School all our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can be. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

In this Equality Information and objectives we will outline how we promote disability equality for all. Our Accessibility Plan is in line with the school's Special Educational Needs Policy with the aim of ensuring our school is socially and academically inclusive and that all pupils are appropriately challenged. Please refer to our Special Educational Needs Policy or SEND Information Report for an outline of our full provision to support pupils with SEND.

Definitions of Disability.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Aims and Principles

It is our duty to make sure that:

- We do not treat disabled pupils less favourably for a reason related to their disability.
- We do not treat anyone differently because they associate with another person who possesses a disability.
- We do not treat someone differently because others think they have a disability.
- We will not make rules or policies that apply to everyone but disadvantage anyone with a disability.
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- We will plan to increase access to education for disabled pupils.
- We will not discriminate against anyone as explained in the Equalities Act 2010.
- We do not allow any form of harassment of people with a disability.
- We will accept reports about harassment from anyone who might be offended and will take action to prevent victimisation of said persons.
- We will take action to protect against harassment from parties outside of school.
- We will promote positive attitudes towards anyone living with a disability.
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school.
- We will encourage full participation by everyone in our school activities.
- Our admissions policy does not discriminate a disabled child.
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment.
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.
- We set suitable learning challenges and respond to pupils' diverse learning needs.
- We reserve the right to withhold activities from individuals in the event that participation would present an unacceptable health and safety risk to the child or others. For example, children whose disabilities manifests themselves as challenging or hazardous behaviour, may not be invited to participate in certain educational visits.

Gathering Information

Information about the needs of disabled people will be gathered through: data analysis, parental questionnaires, SEN reviews/Education Health and Care Plans and discussions with medical professionals and other outside support agencies.

Achievements of disabled pupils will be gathered through: data analysis, records of achievements, work and topic books, celebration assemblies and certificates.

Information is gathered as part of the school's on-going self-evaluation process and is used to inform future plans.

Main Priorities in the Accessibility Plan

- Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school, including trips and clubs.
- Improve the accessibility of written information to disabled pupils, young people and adults.

Implementation and Monitoring

We will meet our main aims by:

- Maintaining Healthy Schools Status
- Teaching children using a variety of teaching and learning methods, ensuring accessibility for all
- Ensuring children have individual learning targets (as appropriate), that are closely monitored and regularly reviewed
- Analysing data to measure the impact of interventions and support strategies for children with a disability
- Ensuring Teachers and Teaching Assistants are well trained and work in collaboration to provide appropriate support for children with disabilities
- Keeping the SEND and Monitoring Registers up to date
- Planning and delivering appropriate and specific intervention programmes for pupils with SEN
- Writing and reviewing Individual Education Plans for children on the SEND register
- Seeking advice and support from the School and Families Support Service (SFSS) and Health Care professionals to provide staff with information about making 'reasonable adjustments' and meeting children's needs.

Making reasonable Adjustments

We will make reasonable adjustments for children with disabilities by adjusting:

(a) The Building and grounds

- Structured and supportive playtime and lunchtime activities such as peer mediation
- Ensuring all adjustments to the current buildings are compliant with the Equalities Act 2010

(b) Learning and Teaching

- We will review and monitor to ensure disabled pupils make progress in line with their disabilities, we will evaluate and adapt our practice accordingly
- Additional support will be provided where possible and necessary
- Individual targets and IEPs ensure aptness of teaching and learning strategies
- Targets will be monitored regularly
- Academic progress is monitored and 'value added' considered
- Small steps assessments such as P Scale B-Squared and PIVATs will be used as appropriate
- Using Scholar pack, data will be monitored in school by the senior management team.
- School policies are reviewed

(c) Communication Methods

- Visual timetables will be used for some pupils
- Use of ICT resources by pupils
- Newsletters to parents and updates on the website
- Informal discussions and telephone conversations with parents.
- Formal SEN Review meetings as appropriate

The effectiveness of these adjustments will be monitored regularly and opinions and feedback will be taken from: pupil interviews, parental meetings and questionnaires, staff opinions, governors, governors, outside agencies

Monitoring the Impact of the Accessibility Plan

Our Accessibility Action Plan is resourced, implemented and reviewed annually. Attached to this Equality Policy is our Accessibility Plan, including a set of action points showing how the school will address the priorities identified in this policy.

Policy and Plan Review

The Equality Information and Objectives Policy will be reviewed every 4 years.

The Accessibility Action Plan will be reviewed every one year.

The SEND information report for Parents will be reviewed annually.

The SEND Policy will be reviewed every 3 years.

Accessibility Action plan Jan 2018 to Dec 2019

Curriculum:

- Provision for dyslexic children - pedagogy
Over the course of the school years 17/18 and 18/19 we are improving our provision for dyslexic children. Teachers and TAs are to be trained in the most effective principles and techniques to ensure that dyslexic children make good progress. In the light of training, policy will change. The policy will be rolled out strategically and its impact monitored by the SENCo. Towards the end of the period our provision will be evaluated by NCC and, provided objectives are met, we will be awarded the Dyslexia-friendly-school mark.

Physical environment

- Acoustic improvements
We are aware that our Foundation Unit is too noisy and not ideal for children with hearing impairments or sensory needs. We are engaged in a project with NCC to monitor sound levels and seek to reduce them through the installation of acoustically absorbent materials. Measurement of sound levels will take place in Spring 1 2018, the new materials will be installed in Spring 2 2018 and the impact measured in Summer 1. The lead for this project is the Headteacher – working with the site manager. The cost is being met by NCC.
- Sensory room
We plan to modify an existing free space to create a sensory room to meet the needs of some children in FS and KS1. The work is planned for Spring 2018 and the cost is to be met by NCC.
- Ongoing adaptations to WCs
In recent years we have needed to modify WCs to meet the needs of disabled pupils as they move through the school. We anticipate this need to continue into upper KS2 and we expect the cost to be met by NCC – as has been the case in the past.

Information

- Provision for dyslexic children – resources

Over the course of the school years 17/18 and 18/19 we are improving our provision for dyslexic children. As part of this project we will audit our resources according to the criteria required to meet the Dyslexia-friendly-school mark and we will devise a strategy to fill any gaps that are identified and to inform future procurement. We will also review our communications and signage in school and our communications with home so as to make them more accessible to dyslexic children. The project is being led by the SENCo. £2K will be made available in the 2018/19 to meet any resource costs.

- New website

We will be launching a new website in Spring 2018. It will be more easily navigated than its predecessor and it will be compatible with text reading applications for the visually impaired. The lead for this project is the Headteacher. There is no additional cost in meeting the accessibility aspects of the project.