



Accessibility Plan

February 2017

Introduction

The Equality Act 2010 brought together a range of equality duties and requirements within one piece of legislation. The Act introduced a single Public Sector Equality Duty (PESD) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and academies (including Free Schools) and which extends to all protected characteristics:

- race
- disability
- sex
- age
- religion or belief
- sexual orientation
- pregnancy and maternity
- gender reassignment

Across the Green Hills First Federation we are committed to valuing our children's individuality. We acknowledge and welcome our responsibilities to have due regard to the need to:

- Promote equality of opportunity between disabled and non-disabled people;
- Eliminate discrimination;
- Eliminate harassment of disabled persons that is related to their impairments;
- Promote participation by disabled people in public life; and
- Take steps to take account of a disabled person's impairments.

This scheme sets out the steps that the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

The federation is committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

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The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

Definition of Disability

A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010)

Disabled Pupils:

- We have identified our disabled pupils.
- We ensure that we listen to disabled pupils' views in informal settings.
- We have carried out pupil surveys.
- We involve disabled pupils in SEN reviews where appropriate.
- We discuss emergency evacuation plans with disabled pupils where relevant.
- We train staff to understand the needs of disabled pupils and to administer medication where appropriate.

For our pupils we will consider:

- Playtimes: how disabled pupils can feel included in games
- Sports Days: feeling fully involved and confident to join in
- Emergencies: Knowing how they will be brought safely out of the building if there is an emergency
- Lunchtimes: how disabled pupils access lunches and enjoy lunchtimes

Disabled Staff:

- We have asked all staff to identify any barriers that affect them and how we can plan to overcome them.
- We liaise with individual staff to plan phased return to work after staff absence.
- We plan for attendance at appointments where necessary.
- We try to respond to individual needs and circumstances.
- We operate fair recruitment processes in line with LA and National guidance.

For our staff we will consider:

- Reintegration to work after absence
- Equal access to recruitment opportunities

Disabled parents/carers:

- We meet individually with parents to identify any barriers and how we can improve the way we meet their needs. We make adjustments to access, timings, resources and communication to meet the needs of disabled parents, carers and extended family members.

Pupil Achievement and Learning Opportunities:

- Pupil tracking systems used to monitor achievement of all pupils including pupils with disabilities on a term by term basis
- Notices in staff areas used to raise awareness of pupils with disabilities and ensure equal access to the curriculum
- Parent Consultations focused upon pupil achievement and needs: to include consideration of pupil disabilities where appropriate
- Regular SEN reviews held: to include consideration of disabilities and their effect on pupil achievement
- Pupil Voice: opportunities for pupils with disabilities to record own successes through pupil books and informal discussions; monitoring of barriers and difficulties as well as successes
- Monitoring of school trips and after school clubs. NB All disabled pupils have access to trips and clubs. Where there are barriers, school makes every effort to adapt activities so that disabled pupils are not disadvantaged.

Admissions, Transitions, Exclusions:

- Information sought from parents in relation to pupil disabilities on entry and regular updates as pupils progress through school
- Close liaison with nurseries/pre-school groups and with Kirkburton and Scissett Middle School where pupils with disabilities are transferring: attendance at review meetings, pre-visits, liaison with parents, outside agencies etc. to ensure smooth transition and reduce anxieties.
- School will monitor the number of exclusions of pupils with disabilities. School will try not to exclude pupils with disabilities where behaviour may be affected by the disability. Where there is no alternative to exclusion, school will make every effort to support the pupil through LA procedures, liaison with outside agencies, medical bodies and other support programmes.

Social Relationships:

Pupil play and social relationships are monitored in a variety of ways:

- Through implementation of schemes such as Playleaders,
- Focused observation of individual pupils with disabilities,
- Observations by teaching staff, educational teaching assistants (ETAs), lunchtime supervisors (LTSAs)
- Photographic evidence of pupils at play
- Pupil play leaders involving children with disabilities in play activities.

Employing, Promoting and Training Disabled Staff:

Green Hills First Federation is committed to equality of opportunity in employment.

- We ensure that recruitment and selection procedures for staff collect information on disability.
- E monitoring forms are completed to include information of disabilities following the recruitment process.
- We liaise with local authorities and the governing body to ensure that all school admission enquiries and other communications collect information on the disability of pupils.

How will we assess the impact of our policies?

We recognise that all our school policies may have an impact on the participation and outcomes for disabled pupils. Policies are reviewed in line with our Development Plan and at each review will consider amendments in line with the Disability Equality Duty. Impact of our policies on disabled people will be assessed through:

- Feedback from pupils with a disability, their parents and carers
- Increased participation of pupils in activities (in and out of school)
- Pupil behaviour logs: evidence of adaptation to remove barriers to learning; reduction in incidences of inappropriate behaviour
- Parental Surveys: evidence of satisfaction; positive comments about school
- Reduction in the number of exclusions for pupils with disabilities
- Feedback from community members about the suitability of the building

Our Action Plans:

We have produced individual school Accessibility Plans which will be attached as an appendix to this document.

This policy will be reviewed by governors as part of our rolling three year policy review cycle.

Appendix 1 Individual School Action plan

Denby First School Accessibility Plan

| Area 1: Increasing the Access to the Curriculum | | | | | |
|--|-------------------------------|------------------------|-------------------------|--|--|
| <u>Action</u> | Complete by: (date) | Person Responsible | Links to other planning | Resourcing | Success Criteria |
| Continue to review identified children's progress and access to the curriculum through regular review meeting. | Ongoing | L. Kitchen (SENCo) | | | SENCo aware of children, their needs and how these are being met. |
| Use new National Curriculum and scheme of work to promote positive attitudes to disability | From Sept 2016 | C.Minogue All staff | | | Positive attitudes are developed about people in the community with disabilities |
| Review of after school clubs – are they equally accessed – are any children excluded due to disability? | July 2017 annually thereafter | C.Minogue | | Possible additional clubs and/or staffing to ensure equal access | No children are excluded from attending after school clubs |

| Area 2: Improving the physical environment | | | | | |
|--|---------------------|--|-------------------------|------------|---|
| <u>Action</u> | Complete by: (date) | Person Responsible | Links to other planning | Resourcing | Evaluation |
| 2017 Extend Class 2 with consideration for all learning needs and disability. Light, space, height of work surfaces etc | Sept 2017 | C. Minogue J. Travis E. Hirst Governors | | £60,000 | Building work completed to satisfactory standard. |

| Area 3: Improving access to services within school | | | | | |
|---|---------------------|--------------------|-------------------------|---------------------------------|--|
| <u>Action</u> | Complete by: (date) | Person Responsible | Links to other planning | Resourcing | Success Criteria |
| Development of PSHCE lessons. | On-going | L Kitchen | | Possible purchase of new scheme | All needs are reflected through the new scheme. Children's involvement levels are high |

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