

BROADWATER DOWN PRIMARY SCHOOL

Reviewed and Approved by Governing Body: October 2017

DISABILITY EQUALITY POLICY AND SCHEME

1. DISABILITY EQUALITY DUTY

The Governing Body recognises that Broadwater Down Primary School must take positive action to prohibit all forms of illegal discrimination. This obligation is towards staff, pupils and others associated with Broadwater Down Primary School (such as parents, users of the premises and visitors). The Governing Body aims not to treat people with a disability using the school's services less favourably than able people as far as is reasonably practicable. In preparing & developing the Scheme the governors had regard to national guidance.

2. DEFINITION OF DISABILITY

The Disability Discrimination Act defines a person with a disability 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 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';
- '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 and 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 Disability Discrimination Act also covers those with: severe disfigurements; impairments controlled or corrected by the use of medication; prostheses; an aid or otherwise; progressive symptomatic conditions; a history of impairment; and children under the age of 6 with impairments which, in an older person, would result in that person being covered.

Since December 2005 persons with HIV, cancer and multiple sclerosis are also covered at the point of diagnosis.

But **excluded** are those with an addiction to or dependency on: nicotine, tobacco or other non-prescribed drugs or substances; seasonal allergic rhinitis (hay fever); and certain mental illnesses with anti-social consequences.

3. THE GOVERNING BODY'S DUTY

The Governing Body will discharge its responsibilities towards disabled staff, pupils and those using Broadwater Down Primary School's services by ensuring that people with a disability are not treated less favourably in the following aspects as relevant:

- accessibility to the premises and facilities;
- accessibility to the curriculum;
- accessibility of associated educational services;

- training of staff and pupils.

Broadwater Down Primary School's policy is to:

- promote equality of opportunity;
- eliminate unlawful discrimination;
- eliminate disability-related harassment;
- promote positive attitudes towards disabled people;
- encourage people with a disability 's participation in public life;
- where possible, take steps to take into account people's disabilities, even where that involves more favourable treatment.

4. ACCESSIBILITY PLANS

The Governing Body's Accessibility Plan aims to:

- enable members of staff with a disability to have reasonable access to premises and facilities that they need for their contracted duties;
- ensure that as far as is reasonably practicable the needs of visitors with a disability to the site are taken into account;
- increase the extent to which pupils with a disability can participate in the Broadwater Down Primary School curriculum;
- where practicable improve the physical environment of Broadwater Down Primary School in order to enable pupils with a disability to take advantage of education and associated services;
- improve the delivery to pupils with a disability within a reasonable time and in ways which are determined after taking into account their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for pupils who are not disabled.

5. UNLAWFUL DISCRIMINATION

Broadwater Down Primary School will ensure that discrimination is prohibited in:

- the selection and appointment and promotion arrangements for staff; staff conditions of service; staff training;
- provision of education or associated services, including educational visits and extra-curricular activities;
- exclusions;
- victimisation and harassment;
- the arrangements for determining pupil admission; the terms on which admission is offered; refusing or deliberately omitting to accept an admission application;
- failing to take steps to ensure that pupils with a disability are not placed at a substantial disadvantage in comparison with non-disabled pupils in the arrangements for determining admission to Broadwater Down Primary School and in relation to the provision of education and associated services. However, alterations to buildings and the provision of auxiliary aids and services are not required under this law.

6. PUPILS:

Broadwater Down Primary School values the full range of its pupils and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate pupils with a disability, while bearing in mind the interests of other pupils. Broadwater Down Primary School is required to make, under the terms of the Special Educational Needs and Disability Discrimination Act (SENDDA) 2001: improvements in access to the curriculum for pupils with a disability; physical improvements to increase access to education and associated services (e.g. extra-curricular activities); and improvements in the provision of information in a range of formats for pupils with a disability.

There is an additional requirement for schools to explore whether or not pupils with behaviour issues may or may not have an underlying disability leading to this. For example, the following may be underlying reasons for poor behaviour: - mental illness, mental health problems, learning difficulties, dyslexia, diabetes, epilepsy. (N.B. Behaviour difficulties arising from social or domestic circumstances are not covered by the Act. Other Broadwater Down Primary School policies cover these areas.) Broadwater Down Primary School will take into account all these requirements when considering the inclusion and treatment of pupils with a disability in the school.

7. EDUCATION AND ASSOCIATED SERVICES

For pupils these will be deemed to include:

- preparation for entry to Broadwater Down Primary School;
- the curriculum;
- teaching and learning;
- classroom organisation;
- timetabling and grouping;
- home learning;
- access to Broadwater Down Primary School facilities;
- activities that supplement the curriculum, eg external sports and music providers, during and after school;
- Broadwater Down Primary School sports;
- Broadwater Down Primary School policies;
- breaks and lunchtimes;
- serving school meals;
- interaction with peers;
- assessment and examination arrangements;
- discipline and sanctions;
- exclusion procedures;
- Broadwater Down Primary School clubs and activities;
- educational visits;

- arrangements for working with other agencies;
- preparation for the next phase of education;
- administration of medicines;
- first aid.

8. THE SCHEME

Consultation:

In the preparation of this scheme, the following were consulted: pupils, parents, carers, staff and governors. Their views and responses were then taken into consideration. The school is committed to the continuing involvement of people with a disability in the development of this statement, specifically the views of pupils (and their parents), staff and service users with a disability.

I. Aims

a) Staff:

Broadwater Down Primary School aims, within the constraints of resources available, to ensure that no member of staff with disabilities is less favourably treated in the school's procedures and practices in respect of recruitment, performance management, promotion, staff development, teaching environment and access to the premises.

b) Pupils:

Broadwater Down Primary School aims, within the constraints of resources available, to enable each pupil to fulfil his/ her potential, within an educational programme that has development of the whole person at its core. Broadwater Down Primary School aims to fulfil the requirements of the legislation to make 'reasonable adjustments' for pupils with disabilities, to enable them to have access as far as is reasonably practicable to the school premises, facilities, curriculum and associated services. Broadwater Down Primary School will examine each disability case to determine the best adjustments that can be made to accommodate a disabled pupil's needs.

c) Premises

Broadwater Down Primary School recognises that through the provisions of SENDDA it is not required to provide 'auxiliary aids' (i.e. special equipment or additional personal support), nor make 'physical alterations to the buildings'. However, to meet its obligations, Broadwater Down Primary School will ensure that the needs of staff and pupils with a disability (and any such adult users of Broadwater Down Primary School) are fully considered in any strategic planning for the development of the school site. The school endeavours to ensure that as far as possible all classrooms and areas of the school are accessible. Where there are specific issues with access, alternative arrangements will be made; these could include rearrangement of classes to ensure more appropriate classrooms are used. When determining the priorities for the use of the annual Capital Grant, Broadwater Down Primary School will take into account the need to make the site more accessible for staff and pupils with disability. Wherever possible, Broadwater Down Primary School will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a pupil with a disability to have access to the full teaching and learning of the school. All new building work is completed to the appropriate disability access standards. Broadwater Down Primary School will bear in mind health and safety requirements and the interests of other pupils in all the above considerations.

d) Discrimination in Admissions

The Governing Body will ensure that pupils with a disability are not discriminated against, through the criteria they determine for admission to Broadwater Down Primary School, including criteria used where Broadwater Down Primary School is oversubscribed; and by refusing, or deliberately not accepting, an application from a person with a disability for admission to Broadwater Down Primary School.

e) Action on Transfer and Entry into Broadwater Down Primary School

At transfer and entry to Broadwater Down Primary School, additional liaison time is allocated for pupils with a disability and their families to ensure that the pupil's educational needs and Broadwater Down Primary School's requirements are fully understood by staff at the school, parents and pupils, and to ensure that the entry process is effective. Pupils with a disability are identified through the completion of pupil admission forms by parents/carers prior to admission. In addition, the Headteacher and SENCO gather relevant information on pupils with a disability through the regular liaison visits to primary schools prior to transfer, meetings with parents and discussions with any relevant specialist support staff. Relevant information is made available to all staff. Progress is monitored to assess whether or not further adjustments/new measures are necessary. Pupils and their parents/carers are involved in all review meetings and planning, both on entrance to the school as well as progression onto the next phase.

II. Teaching

a) Staff:

The development needs of members of staff with a disability will be discussed with the member of staff on a regular basis. Where necessary, support staff time will be allocated, relevant to the member of staff with a disability's needs. Wherever possible, the timetable will be adjusted to reflect the needs of members of staff with a disability. Within the constraints of financial resources, Broadwater Down Primary School aims to make adjustments to the premises to enable the member of staff to teach effectively.

b) Pupils:

In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no pupil is excluded from learning. Lessons are planned with appropriate differentiation to ensure that all pupils have the optimum learning experience. Teaching staff will be given, as relevant, advice from appropriate external agencies regarding the learning needs of pupils with a disability, (such as the Sensory Impairment Service). All pupils are constantly monitored, both academically and pastorally, to ensure that there are no barriers to their school experience and learning; this includes those barriers caused by disability. All members of the school community are encouraged to involve themselves fully in the life of the school and where barriers exist, all reasonable measures will be made to overcome them or to provide alternative activities when a timetabled lesson is not safe or relevant. This includes consulting pupils, staff and parent/carers in the development and monitoring of this scheme.

c) Off-site Activities

Broadwater Down Primary School will ensure as far as reasonably practicable that pupils and staff with disabilities are given access to off-site activities organised by the school.

III. Harassment

Broadwater Down Primary School values each member of staff for his/her contribution to the school and will seek to ensure that as far as is reasonably practicable no member of staff is disadvantaged by reason of his/her disability. The Governing Body will take positive action against any employee's harassment of another employee. All employees have a duty not to harass other employees on the ground of their disability (or any other grounds recognised by the law), and to report instances of harassment to the Headteacher (or in the case of harassment by the Headteacher, to the Chair of the Governing Body). For pupils, the school's anti-bullying policy and behaviour policy specifically address the issue of harassment/bullying and the actions to be taken in the event these occur. The school will not tolerate any form of harassment/bullying.

IV. Liaison with Parents

The Governors will report to parents annually on: the Accessibility Plan; how the Governing Body helps pupils with disability gain access to the curriculum; and what the Governing Body does to ensure fair treatment for pupils with a disability.

Broadwater Down Primary School will continue to ensure close liaison with families of all pupils with disability through the provision of designated staff members with allocated time and effective communication skills. Whenever appropriate, information to home is

provided in different formats to take account of disability. Under the supervision of a senior member of staff with delegated responsibility, staff with pastoral responsibility will liaise closely with the homes of pupils who exhibit behavioural difficulties to determine whether they arise from disability or from domestic or social circumstances. They will report to the senior member of staff who will determine, after consultation, appropriate action.

Broadwater Down Primary School, at least annually, will remind parents of the school's Complaints Procedure.

V. Training

Appropriate training for staff and pupils will be included in an annual programme. In the case of pupils there will be units in appropriate areas of the national curriculum and in the PSHEE programme. Training will be given to appropriate senior staff to ensure understanding of the DDA and SENDDA and how actions at school level may be undertaken to ensure inclusion of members of staff and pupils with a disability.

All staff (teaching and support staff) must attend training regarding duties to members of staff and pupils with a disability under the DDA and SENDDA, and to attend up-dating sessions when deemed necessary by the Headteacher. Regular staff training will be undertaken regarding the needs for learning of particular pupils with a disability. Support staff working with members of staff and pupils with a disability will be given relevant training.

VI. Responsibilities

a) Governing Body

The Governing Body has responsibility for equality of opportunity; it will:

- oversee the implementation of all the school's policies and practices in this area;
- consider what reasonable adjustments are being made and could be made;
- consider the school's systems and procedures for making staff, parents and pupils aware of the policies;
- consider the school's Accessibility Plan and review the Plan annually.

b) Headteacher's Responsibility

- oversee the implementation of the policy and Scheme;
- report progress as required to the Governing Body, including training provided and activities that ensure that reasonable adjustments have been made.

VII. Monitoring, Inspection and Review

A report on the effectiveness of the scheme will be provided to the Governing Body on an annual basis. The evaluation of this data will be reported to parents. Feedback will be sought from pupils with a disability and their parents/carers, members of staff with a disability and from external hirers of the school facilities. Evaluation of this data will be used to inform the development of the action plan. The governors recognise that these duties are monitored by OFSTED through their inspections.

VIII. Review

The Scheme will be reviewed annually by the Governing Body, or sooner if there is a clear need. The headteacher will report on related issues in her Headteacher's Report to Governors as required.

BROADWATER DOWN PRIMARY SCHOOL DES MONITORING AND ACTION PLAN

2016- 2017 Plan Reviewed by Governing Body: October 2017

Development Area	Targets	Strategies	Monitoring	Success Criteria
ACCESSIBILITY FOR VISITORS WITH DISABILITIES	Ensure visitors with disabilities are able to access events in the school	Review procedures and make appropriate adjustments and arrangements where practical. Strive to be proactive with known visitors with disabilities in anticipating needs.	Monitor access and attendance at open evenings, parents' evenings and performances.	Visitors attending various events.
	<p>Review of actions in 2016 – 2017: Visitors encouraged to notify in advance of events of any needs PEEPs available for visitors as required</p> <p>Performances well-attended No concerns raised by visitors regarding access</p>			
ADMISSIONS	All pupils to be treated fairly.	<p>School Admissions Policy followed in line with Code of Practice on Admissions.</p> <p>Liaison with parents and LA to obtain information about pupils with disabilities who may require reasonable adjustments</p>	<p>Implementation of Admissions Policy through KCC</p> <p>Feedback gathered from individual parents</p>	Aim for no appeals re non-admission on grounds of disability. The school continues to admit pupils who have a form of disability that can be catered for at Broadwater Down Primary School.
	<p>Review of actions in 2016 – 2017: Admissions policy implemented Information for pupils with SEN accessed before admission date</p> <p>No appeals took place on grounds of disability</p>			
EDUCATION AND ASSOCIATED SERVICES	Provide access for all pupils, eg clubs, trips, school meals, etc. Maintain the proactive and positive approach to inclusion.	<p>Needs identified and planned for; reasonable adjustments made where possible.</p> <p>Risk assessments carried out for trips and visits</p>	<p>SENCO ensures involvement where possible of pupils with disabilities.</p> <p>Risk assessments logged with Deputy HT</p>	Pupils with disabilities participating in curricular and extra-curricular activities.
	<p>Review of actions in 2016 – 2017: Individual needs considered in risk assessment of all curricular and extra-curricular activities, including day trips and residentials Health Care Plans used to plan for individuals with health needs</p> <p>All pupils took part in activities planned across the year, unless for reasons unrelated to disabilities.</p>			

<p>FIRE PROCEDURES</p>	<p>Ensure fire procedures meet the needs of all individuals.</p>	<p>Review fire risk assessments and procedures annually or as the school is made aware of changes in individual needs.</p> <p>Maintain Personal Emergency Evacuation Plans for specific individual needs (and generic plans for those with temporary conditions).</p>	<p>Through fire drills and timely evacuation of the site.</p>	<p>Staff and pupils with disabilities being able to evacuate the premises promptly and safely.</p>
<p>Review of actions in 2016 – 2017: Fire risk assessment and procedures were reviewed PEEPs available where necessary Practice provided through fire drills and evacuations 3 times during the year</p> <p>All pupils successfully evacuated on all 3 occasions</p>				
<p>IMPROVEMENTS IN ACCESS (PREMISES)</p>	<p>The school actively seeks ways to improve and maintain access</p>	<p>The school has an Accessibility Plan and makes reasonable adjustments where practical to accommodate pupil and staff needs.</p> <p>The school uses capital grants with relation to improvements to physical access if/ when necessary.</p>	<p>Accessibility Plan is reviewed on an annual basis by governors' Resources Committee.</p> <p>Temporary considerations are given to pupils and staff where there is a temporary disability, assessing need and making adjustments where possible.</p>	<p>Accessibility Plan up to date.</p> <p>Broadwater Down Primary School has almost full physical access for people in wheelchairs.</p> <p>Adjustments made for pupils and staff where practical and as required (for example, location of activities, etc)</p>
<p>Review of actions in 2016 – 2017: Arrangements made in light of temporary difficulties for individuals, e.g. routes taken around school by child with broken leg</p> <p>Full access for all pupils, staff and visitors maintained</p>				
<p>IMPROVEMENTS IN ACCESS (CURRICULUM)</p>	<p>To ensure that, as far as practical, pupils have full access to the curriculum and alternative curriculum.</p> <p>To ensure that all staff can effectively deliver the curriculum</p>	<p>Where possible classrooms organised, or adaptations made to the curriculum, to cater for disabled pupils and members of staff</p> <p>Specific or adapted materials where required (eg use of laptop, or enlarged materials for visually impaired).</p> <p>SEN information and training provided for</p>	<p>SLT ensure appropriate adjustments made for individual pupils' & staff needs</p> <p>Appropriate materials available/ produced to meet needs – checked by SENCO</p> <p>SENCO to ensure staff are appropriately trained and informed.</p>	<p>Access for all Broadwater Down Primary School pupils to full (or adapted) curriculum offer, wherever practical and relevant.</p> <p>Access for all members of staff to deliver the curriculum wherever practical</p>

		staff targeting differentiation and implementation.		
	<p>Review of actions in 2016 – 2017: Classroom allocation made in light of an individual's disability Pupils with difficulties with memory accessed recording devices to support writing Pupils with specific spelling difficulties trained on use of devices such as spell checker and programs such as Clicker 6 to support writing Pupils with difficulties with fine motor skill accessed laptops to support writing Pupils with dyslexia accessed support resources such as overlays and coloured exercise books</p> <p>Access for all pupils to full (or adapted) curriculum offer Access for all members of staff to deliver the curriculum</p>			
COMMUNICATION	<p>Improve communication with pupils, parents, staff and wider community</p>	<p>DES & Accessibility Plan available on school website</p> <p>Provide information electronically where possible to allow enlarged fonts/ varied colours for visually impaired.</p> <p>Ensure parents and visitors with hearing impairments are e mailed or faxed when communicating.</p> <p>Ensure effective communication, sensitive to circumstance and need, is established, sustained and regularly reviewed (including during any absence from school and regarding work for pupils where appropriate).</p> <p>Include in letters and invitations to school events, an enquiry whether special access arrangements would be helpful.</p> <p>Liase effectively and as appropriate with other agencies supporting the pupil/ member of staff.</p>	<p>In place and regularly updated.</p> <p>Encourage Parent Mail communication and ensure information is widely available on school website.</p> <p>Feedback from relevant parents to Deputy HT/ HT</p> <p>Feedback from relevant staff members. Feedback from relevant parents to Deputy HT/ HT</p>	<p>Information readily available to all.</p> <p>Ethos of open communication maintained and evident in annual reviews, as well as informal feedback.</p> <p>Parent Council consultation.</p>
	<p>Review of actions in 2016 – 2017: Included in some letters and invitations to school events, an enquiry whether special access arrangements would be helpful. Liaised with multiple agencies supporting the pupil/ member of staff, e.g. occupational health, school nurse, paediatrics, Early Help Increase of families using parentmail as a means of communication</p> <p>Ethos of open communication maintained</p>			

BROADWATER DOWN PRIMARY SCHOOL ACCESSIBILITY ACTION PLAN 2017 – 2018

Development Area	Targets	Strategies	Monitoring	Success Criteria
ACCESSIBILITY FOR VISITORS WITH DISABILITIES	Ensure visitors with disabilities are able to access events in the school	Review procedures and make appropriate adjustments and arrangements where practical. Strive to be proactive with known visitors with disabilities in anticipating needs.	Monitor access and attendance at open evenings, parents' evenings and performances.	Visitors attending various events.
ADMISSIONS	All pupils to be treated fairly.	School Admissions Policy followed in line with Code of Practice on Admissions. Liaison with parents and LA to obtain information about pupils with disabilities who may require reasonable adjustments	Implementation of Admissions Policy through KCC Feedback gathered from individual parents	Aim for no appeals re non-admission on grounds of disability. The school continues to admit pupils who have a form of disability that can be catered for at Broadwater Down Primary School.
EDUCATION AND ASSOCIATED SERVICES	Provide access for all pupils, eg clubs, trips, school meals, etc. Maintain the proactive and positive approach to inclusion.	Needs identified and planned for; reasonable adjustments made where possible. Risk assessments carried out for trips and visits	SENCO ensures involvement where possible of pupils with disabilities. Risk assessments logged with Deputy HT	Pupils with disabilities participating in curricular and extra-curricular activities.
FIRE PROCEDURES	Ensure fire procedures meet the needs of all individuals.	Review fire risk assessments and procedures annually or as the school is made aware of changes in individual needs. Maintain Personal Emergency Evacuation Plans for specific individual needs (and generic plans for those with temporary conditions).	Through fire drills and timely evacuation of the site.	Staff and pupils with disabilities being able to evacuate the premises promptly and safely.
IMPROVEMENTS IN ACCESS (PREMISES)	The school actively seeks ways to improve and maintain access	The school has an Accessibility Plan and makes reasonable adjustments where practical to accommodate pupil	Accessibility Plan is reviewed on an annual basis by governors' Resources Committee.	Accessibility Plan up to date. Broadwater Down Primary School has almost full physical

		<p>and staff needs.</p> <p>The school uses capital grants with relation to improvements to physical access if/ when necessary.</p>	<p>Temporary considerations are given to pupils and staff where there is a temporary disability, assessing need and making adjustments where possible.</p>	<p>access for people in wheelchairs.</p> <p>Adjustments made for pupils and staff where practical and as required (for example, location of activities, etc)</p>
<p>IMPROVEMENTS IN ACCESS (CURRICULUM)</p>	<p>To ensure that, as far as practical, pupils have full access to the curriculum and alternative curriculum.</p> <p>To ensure that all staff can effectively deliver the curriculum</p>	<p>Where possible classrooms organised, or adaptations made to the curriculum, to cater for disabled pupils and members of staff</p> <p>Specific or adapted materials where required (eg use of laptop, or enlarged materials for visually impaired).</p> <p>SEN information and training provided for staff targeting differentiation and implementation.</p>	<p>SLT ensure appropriate adjustments made for individual pupils' & staff needs</p> <p>Appropriate materials available/ produced to meet needs – checked by SENCO</p> <p>SENCO to ensure staff are appropriately trained and informed.</p>	<p>Access for all Broadwater Down Primary School pupils to full (or adapted) curriculum offer, wherever practical and relevant.</p> <p>Access for all members of staff to deliver the curriculum wherever practical</p>
<p>COMMUNICATION</p>	<p>Improve communication with pupils, parents, staff and wider community</p>	<p>DES & Accessibility Plan available on school website</p> <p>Provide information electronically where possible to allow enlarged fonts/ varied colours for visually impaired.</p> <p>Ensure parents and visitors with hearing impairments are emailed or faxed when communicating.</p> <p>Ensure effective communication, sensitive to circumstance and need, is established, sustained and regularly reviewed (including during any absence from school and regarding work for pupils where</p>	<p>In place and regularly updated.</p> <p>Encourage Parent Mail communication and ensure information is widely available on school website.</p> <p>Feedback from relevant parents to Deputy HT/ HT</p> <p>Feedback from relevant staff members.</p>	<p>Information readily available to all.</p> <p>Ethos of open communication maintained and evident in annual reviews, as well as informal feedback.</p> <p>Parent Council consultation.</p>

		<p>appropriate).</p> <p>Include in letters and invitations to school events, an enquiry whether special access arrangements would be helpful.</p> <p>Liaise effectively and as appropriate with other agencies supporting the pupil/ member of staff.</p>	<p>Feedback from relevant parents to Deputy HT/ HT</p>	
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