

# SALTERSGATE JUNIOR SCHOOL

## Disability Equality Scheme 2017 – 2018

<b>PERSONS RESPONSIBLE FOR POLICY:</b>	<b>MRS M E OXER: HEADTEACHER Mrs A Webber: CHAIR OF GOVERNORS</b>
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Revision Date	Revision Version	Previous Revision Date	Previous Version	Summery of Changes
30/11/09				
04/04/11	1	30/11/09		Date changes
12/02/13	2	04/04/11	1	
Spring 2015	3	12/02/13	2	None
Spring 2018	4	Spring 2015	3	Governor & date change

## **Introduction**

Saltergate Junior School is committed to enabling all young people to achieve their full potential, academically, emotionally, physically and spiritually. In particular the school recognises its responsibility under the Disability Discrimination Act which prevents discrimination against disabled people in their access to education.

The Governing body, therefore, recognises its duty:

- Not to discriminate against students with disabilities in their admissions or provision of educational services
- Not to treat students with disabilities less favourably
- To take reasonable steps to avoid putting students with disabilities at a substantial disadvantage
- To publish an Accessibility Plan

## **The Disability Access Plan**

The plan aims to improve access to all aspects of education at Saltergate Junior and is organised in a way that helps to remove any existing barriers to pupil learning. It also aims to look positively at ways in which existing difficulties can be overcome. In this way the school is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has three inter-linked elements:

- Improvements in access to the curriculum by providing for all pupils a curriculum which is appropriate to their needs and ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.
- Physical improvements to increase access to education and associated services by ensuring that the school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments and providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils.
- Improvements in the provision of information in a range of formats for disabled students by providing for students and their parents/carers, information about the school and its curriculum in a format that takes account of any disabilities.

## Improving access to the curriculum

	<b>Targets</b>	<b>Strategies</b>	<b>Timeframe</b>	<b>Goals</b>
Short Term	To plan the steps needed to make the current curriculum and extra-curricular activities accessible to all pupils	To examine whether our current curriculum plans are inclusive for all pupils	On-going	A curriculum that is inclusive for all students
		To examine whether there is a need to extend the range of extra-curricular activities	On-going	A wider range of opportunities for students
		To review the SEN/LDD Policy and Inclusion Policy	Annual review	More students gain access to the curriculum
Medium Term	To plan and implement improvements and adaptations in preparation for the New Curriculum (September 2014) and extra-curricular activities. Increase access to resources/premises	To ensure all new developments comply with DDA	On-going	More students gain access to the curriculum
		To evaluate the number/role of TA staff to support students with disabilities	On-going	Remodelling the staffing structure in line with financial restraints whilst allowing students to gain access to the curriculum
Long Term	To review short and medium targets in the light of the New Curriculum and new/current legislation.	To review the new curriculum arrangements and make changes where appropriate	On-going	A more inclusive curriculum built on previous experiences
		To increase staff awareness of disabilities	On-going with into of new staff	Wider range of teaching styles used (eg differentiation). Improved confidence in staff for dealing with students with disabilities

## Physical improvement to the environment

	Targets	Strategies	Timeframe	Goals
Short – Long Term	To continue to monitor or address necessary changes after the refurbishment of the school	To take appropriate advice with reference to guidelines	On-going with new build	

## Improving provision of information

	Targets	Strategies	Timeframe	Goals
Short Term	To improve communication with disabled students	To ensure the school website is clear, simple and easy to use	ongoing	Delivery of information to students with disabilities
		To ensure parents and students have a wider access to information	ongoing	Delivery of information to students with disabilities
Medium Term	To consult with Disability Information Service about the best way to make information available to users	To increase levels of awareness amongst staff responsible for information	On going with intro of new staff	Delivery of information to students and parents/carers improved. Increase variety of information available
Long Term	To review progress made in the short term and medium term targets	To plan for the next stage	On going	Improve delivery of information for students with disabilities

### **NB**

Adhering to the school's Inclusion Policy is paramount within all curricular and extra curricular areas. Every effort will be made to ensure that any specific actions appropriate to the individual will be arranged.