

Shelley First School Accessibility Action plan 2017-2020

Our vision is to develop a school community that promotes fairness, equality, social cohesion, community cohesion and that challenges and acts upon discrimination and inequality including bullying.

We will work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all pupils, employees and other service users should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals. We invite all our pupils to talk to us about bullying, where it happens, who is doing it and what it involves.

We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

We will strive to be a 'listening Academy'. We listen to all our Academy community members including pupils, parent/ carers, staff, visitors, wider community members, stakeholders and partners. Where there are issues which cannot be resolved the school has procedures for handling complaints.

We take seriously all experiences of bullying and hurtful behaviour resulting from racism / gender / disability discrimination.

We are striving to be a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, just, free from discrimination and accessible to all.

We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the PSHCE Curriculum and in particular via our 'Rights Respecting' and 'Investor in Pupils' work.

This scheme is informed by the Local Authority (LA) and outlines how we will achieve a shared vision for Equality, Diversity and Cohesion. The scheme is based around the following legislation:

- The Duty to Promote Disability Equality (part of the Disability Discrimination Act DDA 2005)
- The Duty to Promote Race Equality (part of the Race Relations Act 2000)
- The Duty to promote Community Cohesion September 2007 (part of the Education & Inspections Act 2006 section 21(5)) □ The Gender Equality Duty (part of the Equality Act 2006)
- Equality Act 2010

Our aim is to deliver practical results and outcomes for all our pupils in a fair and just school community. Our priority is making a difference by improving outcomes for all by promoting social inclusion. This does not mean treating everyone the same but rather responding to the diverse needs of specific individuals, groups and communities with positive regard for their race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. As a result of impact assessment and evaluating equality.

We will:

- Annually review and amend the School Development Plan from an equalities perspective
- Prioritise equality outcomes that are most relevant to us and set realistic equality objectives and targets accordingly
- Ensure that our duty to promote disability equality informs our planning duties and responsibilities to make reasonable adjustments under SENDA 2001 and updated where new legislation is put in place
- Make the targets and objectives known by reviewing all policies on a regular basis, including the SEND policy and Anti-bullying policy
- Involve pupils, parents and other stakeholders in evaluating equality and in the development of our Disability Equality Scheme
- Collect data from stakeholders by ethnic group, disability, SEN and gender and monitor performance against a range of outcomes.
- Report on outcomes annually to the Governing body and develop a revised strategy every three years
- We will prioritise the impact assessment and evaluation of the following policies, procedures and functions within our Academy Development Plan and outline a timetable for evaluation. High impact areas include admissions, behaviour and discipline and the curriculum.
- All our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion and feelings of powerlessness and worthlessness.
- We recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions.
- We promote an environment where standards of conduct are of the highest level and to ensure that no one is harassed, bullied or victimised and, where these standards are not met, we attempt to address/deal with these issues as soon as possible.

This scheme was formulated originally by a working party consisting of an Assistant Head Teacher, the SenCo, and a parent Governor. The scheme was ratified and incorporated into the Accessibility Plan by the Senior Leadership Team Leadership Team and Governing Body.

Definition of Disability

A disabled person (child or adult) is 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**.

- A **physical or mental impairment** includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- **Substantial** means more than minor or trivial
- **Long-term** means an impairment that has lasted at least 12 months or is likely to last 12 months or for the rest of the person's life
- **Normal day-to-day activities** cover the following categories: 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 the risk of physical danger.

Someone with an impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In

such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment. Some people are automatically deemed to have a disability covered by the Act – those with HIV, cancer, MS and severe disfigurements. There are special provisions for people with progressive or recurring conditions. (Ref DDA 2006)

Glossary

LA	Local Authority
SENDA	Special Educational Needs & Disability Discrimination Act
SEND	Special Educational Needs & Disabilities
VI	Visually Impaired
PSHCE	Personal, Social, Health & Citizenship Education

The plan has four inter-linked elements:

Improvements in access to the curriculum by:

- Providing for all students a curriculum, which is appropriate to their needs.
- Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it.

Physical improvements to increase access to education and associated services by:

- Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other impairments.
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.

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.

Safeguarding & Health and Safety

- Ensuring that we all study or work in a place that is safe and recognises individuals

Improving access to the curriculum

Targets	Actions/who	Outcomes	When	Monitored by
A1: Develop range of learning resources that are accessible for students with different disabilities.	Subject co-ordinators/SenCo to review resources in their curriculum areas in-line with annual curriculum review. Use of 'Looking for learning Council '(L4LC) input. SC	Students with disabilities/needs have access to curriculum materials and a wide range of opportunities	Annually	DK
To plan the steps needed to make the curriculum and extra-curricular activities accessible to a wider range of students.	To review the SEND Policy in-line with revised regulations KM	New revised and appropriate policies support access for pupils	Dec 2017	SEND Governor
	To review extra-curricular provision and ensure that pupils can access this CB Share via letters/website RC/CB Risk assessments in place CB	Access for all	Annually	SC
A2: Staff develop their knowledge of the needs of learners Identify suitable professional development opportunities	Staff training re revised SEND Training re LAC ETA training includes core offer regarding current pupil needs and adaptations to learning 1:1 CPD/mentoring for relevant staff	Staff confident in developing support strategies and in planning learning CPD offer demonstrates core offer, 1:1 CPD and identification of good examples to share	Annually Sept Annually	SEND children achieving or exceeding their targets. Staff awareness and capacity raised
A3: Staff develop skills to deal with students who have specific disabilities	CPD linked to pupil need, e.g. ASD, LAC, SALT	Staff have greater understanding of disability issues and plan activities accordingly	Sept 2017-July 20	Greater awareness and staff knowledge into different disabilities and how to best facilitate their needs.

Physical improvements to the environment

Targets	Actions/who	Outcomes	When	Monitored by
To ensure all buildings and alterations are fully accessible to students with as wide a range of disabilities as possible.	Environmental audit (KM, CB) Risk assessments completed in consultation with agencies (DK, KM) Care plans in place (KM)	All new buildings are fully accessible to students with as wide a range of disabilities as possible	Annually Sept and as necessary	SC
Transfer of pupils is effective: Into YR Into KS2 area Into Y6	Effective communications to develop appropriate adaptations/plans. All relevant staff are aware (KM, DK)	Pupils are fully supported and areas are risk assessed		SC
Future decoration of buildings to cater for visually impaired students.	To take appropriate advice with reference to guidelines (DK)	Improved classroom decoration Greater accessibility and comfort for students with disabilities	Linked to refurbishment programme but also as required	SC

Improving provision of information

Targets	Action/who	Outcomes	When	Monitored by
Make information more accessible to pupils (and parents) with disabilities	Review current Academy website and develop its use as a means of delivering information to parents, students and the general public CB, Governor Link Monitor admissions forms to ensure that any relevant adaptations are made to all communications	Students with disabilities have greater access to information. School able to respond quickly to requests for information in alternative formats. Including the school website.	Ongoing since September 2014 (under constant review)	Head Teacher SC

Safeguarding & Health and Safety

Targets	Actions/who	Outcomes	When	Monitored by
Ensure fire procedures take account of the needs of students with disabilities	a) Review the needs of the identified students KM, DK b) Ensure that appropriate provision, including places of safety have been established	Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of fire Fire file evidences above	Ongoing	SC, CB
Safer Recruitment Strategies to be used for all Academy posts.	Safer Recruitment training to be updated for DK, SC and CB Office staff trained accordingly DK All staff associated with the school have DBS	Practices are safe and compliant	Dec 2017 Dec 2017 Ongoing	DK: Head Teacher final sign off and involved in all appointments
Child Protection Training to be provided for all school based staff	CB to lead staff training annually Level 3 refresher training for Head Teacher and designated senior staff when required	Training recorded on the SCR	Ongoing	DK, CoG, link Governor
Ensure excellent 'day to day' procedures are in place re: safeguarding children	Ensure procedures are in place for: <ul style="list-style-type: none"> Signing in visitors and health and safety procedures explained on visitor pass (SC, CB) Serious incidents recording (SC) Near miss reporting (SW) Whistle blowing (SC, CB) Administering medicines (SW/RC) Checking identity and DBS for visiting professional working with young people (CB) Ensure all staff are aware of procedures in place.	All monitoring evidenced Pupils and staff are safe		DK, CoG, link Governor for H&S Staff Handbook Induction procedures
Individual risk assessments in place for staff where appropriate	<ul style="list-style-type: none"> Individual referrals to Employee Healthcare (SLT) Identified staff to undertake individual risk assessments (SLT) Adaptations to be made as appropriate (SLT) Ensure staff retention (SLT) Unannounced spot checks where appropriate (SLT)	Staff are safe at work	Ongoing	DK Governors

<p>Ensure Health and Safety compliance</p>	<p>Annual CPD offer shared and implemented via planned staff meetings Toolbox talks offered in response to concerns/near misses Relevant staff access Stay-Safe Training Emergency procedures updated and implemented Lockdown procedure drills are planned and monitored Monitoring schedule is developed and implemented DK to lead in 2017-18 and then to delegate to SLT</p>	<p>H&S compliance is evidenced</p>	<p>Ongoing</p>	<p>H&S Governor SC, CB, SW Fire File H&S file</p>
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