



## DISABILITY EQUALITY SCHEME & ACCESSIBILITY ACTION PLAN

### **School Ethos, Vision and Values**

At Longsands CP School we are 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 admission policy does not discriminate against disabled pupils.

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

The school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

### **Definition of Disability**

**The disability Discrimination Act 1995 defines a disabled person 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.'**

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out day-to-day activities, only if it affects one or more of the following: mobility, manual dexterity, physical coordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing, eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.

### **Disabled Staff**

**We** have asked all staff to identify any barriers that affect them and how we can plan to overcome them. We have consulted staff. No one has identified themselves as having a disability. All new members of staff will be consulted at the start of their work and the entire staff bi-annually to establish whether they consider themselves to have a disability. Their subsequent views will then be taken into consideration to formulate an action plan.

## Longsands CP school accessibility action plan.

The action plan will be reviewed every other by the Chair of Governors, the Headteacher and the school SENCO

1. This Accessibility Plan has been drawn up in consultation with the staff and governors of the school and through parental and pupil questionnaires and covers the period from September 2018
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Longsands CP school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

1. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
2. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
3. The Accessibility Plan should be read in conjunction with the following policies, strategies and documentation
  - Equal Opportunities and Diversity
  - Health & Safety (including off-site safety)
  - Inclusion
  - Special Needs
  - Behaviour Management
  - Mission Statement
  - Child protection
4. The School's complaints procedure covers the Accessibility Plan.
5. The Plan will be monitored through the staffing and curriculum governors committee
6. The Plan will be monitored by Ofsted as part of their inspection cycle.

## Longsands CP school School Accessibility Plan 2018

### Developing the Physical Access

<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost £</b>
Accessible car parking	Bays to be signed	done	
Dropped kerbs either side of main vehicle entrance.	Pedestrian access	Done when school designed	
Doors	Anti-glare film to be applied to the windows	KS 2 classrooms 2009 and on-going for others	
Accessible toilet	Make disabled toilet ready for staff and children when appropriate	When appropriate	
Improve Reception area facilities	To improve access through main doors for wheelchairs	Done 2011	
Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as money allows.	In reception class done in 2012. The rest of the school will be ongoing	
Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	To be moved to wheelchair height, as money allows.	By 2020	

### Developing the Curriculum Access

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Training for teachers and SSAs on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	Increase in access to the National Curriculum
Training for all staff on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing Training for TAs working with APD and ASD children	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing Risk assessments for offsite trips to include risk assessment for SEN children.	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	ongoing	Increase in access to the National Curriculum
Training for Awareness	Provide training for governors,	Whole school community aware	ongoing	Society will benefit by a

Raising of Disability Issues	staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	of issues relating to Access		more inclusive school and social environment
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### Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Parents asked if would prefer longsands link emailed. Most parents have accepted this.	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing as above	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	use of IT software to produce customized materials.	All school information available for all	ongoing	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing Parents helping in school policy done, given to those parents helping for them to sign to show they have received one and	School is more effective in meeting the needs of pupils.



			also the policy is on the website.	
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