



# **Newbridge Primary School**

## **Disability Equality Scheme and Disability Access Plan**

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## Introduction

This policy promotes equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and prepares and publishes a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying Disability Access Plan should be read in conjunction with one another and set out how the governing body and school will promote equality of opportunity for people with disabilities.

The policy accords with the Equality Act 2010.

The governing body plans to ensure access to education for pupils with disabilities in 3 ways:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Pupils with disabilities are those who have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

## School Values

- At Newbridge Primary School we are committed to establishing equality for all pupils, their parents/carers, staff and other users of the school.
- We will know and value each child and look for the best in them
- We will value and respect every member of the school community and everyone will be encouraged to take responsibility, to make a contribution and to achieve their full potential
- The core values of integrity, courtesy, trust and care will suffuse every aspect of school life and all will be expected to treat others as they would wish to be treated
- We will be an open, welcoming and responsive school with clear lines of appropriate communication
- We will have high expectations of ourselves and each other
- The school will be at the heart of the local community

The purpose of the policy is to:

- Ensure equality of opportunity for children with disabilities such that no child suffers any discrimination that is unlawful under the Equality Act 2010
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by children and parents with disabilities in school life
- Through the action plan take steps to meet disabled people's needs, even if this requires more favourable treatment.

## **Equality of Opportunity for all - The School Curriculum**

Where possible pupils with disabilities are fully involved in the normal school curriculum, this includes access to PE and practical subjects for most disabled pupils. Where necessary the teachers will modify teaching and learning as appropriate

These pupils also have extensive support from support assistants and in some cases external agencies, such as speech and language, visual and hearing impairment services.

Participation in SAT's is supported and appropriate arrangements requested in line with guidance to maximise access and achievement.

## **The School Physical Environment**

The school will ensure the physical environment is as accessible for all children, parents and carers. Or will take steps to make reasonable adjustments to make sure that children, parents and carers can access all school services.

The school has numerous steps and thresholds within the school and at present is not fully accessible for pupils or parents.

## **Extra-Curricular and Social Activities**

All pupils are encouraged to take part in extra-curricular activities and events. Pupils with disabilities take an active role in many of these activities of their choice.

Staff organising school visits and trips must give due consideration to the needs of pupils and give all pupils the opportunity to take part, as detailed in the schools Educational Visits Policy. Mobility and medical concerns must be considered when any visit or trip is planned and appropriate provision made.

## **Preventing Discrimination**

As outlined in the school ethos we are fully committed to preventing discrimination and removing any barriers to learning

## **Preventing Harassment**

The school through its pastoral care provides extensive support to pupils and any incidents of Bullying and harassment are dealt with the school Anti-Bullying Policy.

## **Role of Governors**

The Governing Body collects, analyses and evaluates a range of data including attainment, attendance, exclusions and includes parent and staff questionnaires. This is to ensure that no group of pupils is underachieving.

They welcome all applications to join the school regardless of disability and will take all reasonable steps to ensure the environment can accommodate any disabilities.

### **Role of the Headteacher**

It is the Headteacher's role to implement the policy and is supported by the governing body:

- To ensure that all staff are aware of the school policy on disability equality and that teachers apply the guidelines fairly
- That all appointment panels give due regard to this policy
- To promote disability equality in the curriculum and wider school ethos
- To collect data of children with disabilities and, where appropriate, parents and staff and ensure all data kept confidential and only used for planning purposes
- To monitor resources to meet any additional needs of pupil with disabilities

### **Role of the Class Teacher**

- To ensure all Pupils are treated fairly and equally
- To ensure where necessary that the teaching and/or curriculum is modified and children have appropriate support
- To ensure that any appropriate aids are requested

### **Role of all Staff**

- To ensure that all pupils, parents and carers with a disability are treated fairly and respectfully.

### **Monitoring and review**

It is the responsibilities of the Governors to monitor the effectiveness of the policy: They will:

- Monitor the progress of children with disabilities via the Curriculum committee
- Review the Disability Action Plan on a regular basis. This will be a report via Premises at FGB
- Ensure that any policy when revised consider the impact on pupils, parents/carers with disabilities
- Monitor staff appointments to ensure that no one is discriminated against

## **Disability Access Plan - Current Contextual information (2018)**

The school is a split site built in the 1950s, with what was originally a separate infant school and junior school. There is an administrative block built in 2007 following the school merger. At present the school does not have effective physical access for children adults who are wheelchair users.

There is a disabled toilet in the new Administrative Block.

Current range of disabilities:

We have children with a range of moderate to mild specific learning difficulties and learning disability , social communication difficulties, sensory impairments and mild physical disabilities.



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## Disability Access Plan

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<b>School Buildings</b> To improve physical access	To include access issues in discussion with LA around improved school buildings	Ongoing	None identified at present	Headteacher, Chair of Premises	Premises Committee
<b>School buildings</b> To ensure there are no barriers to pupil, parents or staff needs at present	To review needs of pupils	September 2018	Time	Headteacher	Leadership Team
	To produce an action plan if needed	September 2018	Time	SENDCO /Teachers	Premises Committee
<b>Effective Outcomes</b> To improve outcome monitoring of children with disabilities	For report to Governing Body to include range of disabilities (not individual children)	September 2018	Time	SENDCO	Headteacher

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to wider curriculum</p> <p>Ensure effective participation in school activities</p>	<p>To audit involvement in extracurricular activities</p> <p>Depending of outcome of audit</p> <ul style="list-style-type: none"> <li>• Ensure activities are accessible</li> <li>• Investigate TA flexibility if necessary</li> </ul>	September 2018	Teacher Time	Teachers	SENDCO/Headteacher
<p>Access to curriculum</p> <p>Ensure all pupils with identified need have access to appropriate technology to effectively access the curriculum</p>	Review accessibility	September 2018	Staff time	ICT coordinator & SENDCO	Senior Leadership Team

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure there are effective learning environments for all pupils</p>	<p>Reinforce responsibilities of all teachers to make reasonable adjustments. Ensure all classes and resources are organised in accordance with pupil need</p> <p>Ongoing programme of staff training in awareness of disability issues to reflect diverse needs of students within the school.</p>	<p>Ongoing</p>	<p>SENDCO time</p> <p>Training costs</p> <p>Possible identification of extra resources</p>	<p>All Staff</p>	<p>SENDCO through lesson observation and sample lesson planning</p> <p>Senior Leadership Team and Governors</p>