



SUNNYFIELDS PRIMARY SCHOOL

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SUNNY SIX



COMMUNICATE



INDEPENDENCE



RESILIENCE



CREATIVE



PROBLEM
SOLVER



TEAMWORK

Accessibility Plan

2017-2020

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Disability Equality Action Plan

Vision and values

At Sunnyfields Primary 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. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Sunnyfields we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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 normal day-to-day activities, only if it affects one or more of the following:

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 and perception of the risk of physical danger.

Gathering and using information

We will gather information on disability equality as part of our collection of evidence for the School Development Plan and during the self-evaluation process. This information will be used to set and review our disability equality objectives.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme. The school has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by consultation with disabled pupils and their parents to determine their priorities for the school with regards to disability equality over the next three years via termly home/ school meetings led by the schools SENCo and also attended by a parent support worker.

The school has an open door policy through which parents tell us they feel confident to air their views and offer suggestions, including, about disability equity.

Employment

As an employer we will ensure that we eliminate discrimination and harassment in our employment practice and actively promote disability equality within our workforce. We will ensure equality of opportunity throughout all our employment practices, including, recruitment, retention and training.

Bullying and harassment of staff will be monitored and appropriate action taken to address and eliminate it.

NOTE: The Disability Rights Commission Code of Practice lists key employment issues that are usually the most common ones to be considered, these include:

- flexible working arrangements
- appraisal and performance-related pay systems
- sickness absence
- redundancy selection criteria
- emergency evacuation procedures
- procurement of equipment, IT systems, software and websites
- information provision
- employee training and development
- employee assistance schemes offering financial or emotional support.

The Local Authority is a Disability Symbol user, which means we have made five commitments as an employer:

- 1 a guaranteed job interview for those who meet the essential requirements for a job
- 2 to consult disabled employees regularly
- 3 to keep employees if they become disabled
- 4 to improve the knowledge of employees about disability
- 5 to check progress each year, plan ahead and let employees know about progress and future plans

The school will, taking medical or specialist advice where appropriate, ensure that all reasonable adjustments are made to allow new and existing staff with disabilities to work effectively within the school.

Making things happen

Disability Equality Action Plan

In order to ensure that action is taken to meet the Disability Equality Duty, Sunnyfields School has drawn up the action plan below to make things happen, which outlines how the requirements of the DDA 2005 will be met.

- Promoting equality of opportunity between disabled people and other people.
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning.
 - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
 - Monitor and record in Sentinel incidents of harassment and bullying of disabled pupils. Encourage pupils to report. Take action against offenders.
 - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people.
Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials. Use of SEAL material.

ACCESSIBILITY ACTION PLAN

Also our accessibility plan outlines the steps we are taking to improve:

- curriculum access
- provision of information to disabled pupils
- physical access

Assessing the Impact of our policies

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We will review existing and proposed policies. The programme to review the impact of policies is contained in our action plan.

Disability Equality Action Plan

The following action plan outlines what will be achieved in over the next three year with regards to meeting the Disability Equality Duty. We will review this each year.

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Accessibility to upstairs classroom	Re arrange class bases		Before beginning of each new school year	Head teacher	June 2017	Annually
Pupils and parents have access to agencies who can support them	Assess need when need arises and signpost to agencies	Feedback from parents	Monitor after agency has worked with family	SENCO	ongoing	

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Child needs to be delivered and collected from school safely.	Allocated parking in school car park		On going	Head teacher	Ongoing	

ACCESSIBILITY ACTION PLAN

Also our accessibility plan outlines the steps we are taking to improve:

Priority 1 - Curriculum Access

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
The school curriculum is designed for access for all.	Subject leaders scrutinise planning to ensure equal curriculum access	Planning scrutinised	Termly	SENCO and Individual subject leaders	ongoing	
The curriculum and related visits are planned and checked pre-visit, to ensure access and suitability.	Visits planned and checked pre visit	Feedback from staff	After visits	SENCO and class teacher	ongoing	

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Disabled pupils to have equal access to breaks, lunchtimes and after-school activities.	<ul style="list-style-type: none"> • Ensure disabled pupils have TA / Teacher to access break • Look at range of after school activities and check suitability 	Feedback from staff	Half termly	Head and SENCO	ongoing	
Parents evenings held in areas where there is equal physical access.	<ul style="list-style-type: none"> • Ensure access is appropriate 	Feedback from parents	After parents evening	Head and class teachers	ongoing	

Priority 2 - Provision of information to disabled pupils

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Access for agencies who need to work in school.	Access and room availability e.g. hearing, speech, physiotherapy	Feedback from staff and pupils	As appropriate	SENCO & Classteacher	ongoing	
Information Giving	Information can be made available in various forms.	Survey of parents	After each applicable occasion	Head and SENCO	ongoing	

Priority 3 Physical Access

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Main entrance has disabled access ramp and door is widened to enable easy access.	Ensure ramp kept clear and in good condition	Site supervisor when surveying site	Daily	SENCO	ongoing	
Disabled toilets clearly signposted and accessible	Ensure signposted and accessible	Feedback on accessibility	Termly	Head and site supervisor	ongoing	

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
School Hall accessible with adequate fire doors for disabled access	Ensure signposted and accessible	Feedback on accessibility	Termly	Head and site supervisor	ongoing	
For school concerts – hall space and access is made available and signposted	Area to be designated for wheelchairs	Feedback after concerts	When applicable	Head and site supervisor	ongoing	

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Corridors not cluttered to allow easy access and access into rooms	Corridors	Observations	Daily	Site supervisor	ongoing	
Safe loading and unloading of children close to school entrance	Space allocated in car park	Discussion with parents	On-going	Head teacher and site manger	On-going	

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
The school Health and Safety Officer to inspect regularly to ensure access.	Regular inspections to ensure access	Feedback from Health and Safety officer	Half termly	Health and Safety officer	ongoing	
Health and Safety Governors to check accessibility	Governors as part of annual Health and Safety site inspection check assessibility	Feedback by governors	Annually	Governors	ongoing	

Our accessibility will be monitored annually.

Assessing the Impact of our policies

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We will review existing and proposed policies. The programme to review the impact of policies is contained in our action plan.

Reviewed: November 2017

Next Review: October 2020

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Respect Challenge Enquiring minds Confidence