

Galley Common Infant School Disability Equality Scheme

Period covered by plan: 2021-2024

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This Scheme sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents, visitors to the school, local community members and potential pupils of the future.

Vision and Values:

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Information from data and analysis of need

The Disability Discrimination Act 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.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'substantial'* means *'more than minor or trivial'*. *'Long-term'* means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Attainment on entry to Galley Common School shows a broad spread of ability, but is below average overall. 1% of pupils have an Education Health Care Plan. Following an audit of needs we have concluded that approximately 3.75% of our pupils (6 children) would meet the above disability definition and 0% of staff. To our

knowledge we currently have 0% parents and 1.25% siblings who have declared that they would meet these criteria.

In November 2010 Ofsted commented, “The extremely high level of care, guidance and support enjoyed by all of the pupils and their families ensures that every pupil participates fully in all aspects of school life. External support is sought quickly when needed to improve the learning and well-being of the pupils and help families when they have to face difficulties. Pupils with special educational needs and/or disabilities benefit from the excellent support of teaching assistants who are highly skilled at adapting work to the pupils’ interests and capabilities and encouraging their language development and concentration.”

Staff at the school have undertaken the following recent training:

| Training attended | Date of training | Staff trained |
|--|--|--|
| First Aid - basic | January 2023 | All staff |
| Paediatric First Aid | May 2022 Dec 2020 March 2021 Jan 2022 Dec 2022 Oct 2022 | J Herbert D Phillips A Salmon S Keatley N Alexander S Willett |
| Epipen (with particular focus on issues related to one pupil) | Annually (by school nurse/online) | Teachers/Teaching Assistants/Midday Supervisors |
| TEAM TEACH | March 2021 | All staff |
| Child Protection | Annually (September 2022) | All staff |
| Child Protection for designated person | Every 2 years (Feb 2022) | J Newman |
| Child Protection for designated person | Every 2 years (1.3.2023) | K Middleton |
| Safer Employment Training | Jan 2022 30.11.19 ? | K Middleton J Price (Governor) C Paremain (CoG) |
| Special Educational Needs Coordinator (SENCo) Training – Gateway | every term | SENCo |
| SEN Code of Practice | September 2022 Annual | Governors |
| Online Safety | 4.3.19 | Governors |
| Safeguarding and Child Protection | Sept 2023 | Governors |
| Health and Safety | Annually | All staff |
| Attachment theory | Sept 2022 | Various members of staff |
| Thrive | February – June 2021 November 2022 May 2023 | A Morrison E Woodcock D Jones |
| Nurture | October 2020 | (A Salmon trained 2015) P Jennings Oct 2020 |
| Mental Health Lead | Dec 2021 June/July 2021 | K Middleton (Head Teacher) – lead |

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| Mental Health First Aid | June/July 2021 January 2022 | J Newman L Gordon A Salmon |
| Restorative and Relation Based Practice | Sept 2022 | J Newman K Middleton Teaching Staff |
| FASD | Jan/Feb 2022 | A Salmon L Gordon J Herbert C Witts |
| Emotion Coaching | 31 st March 2023 | All staff |

Over the last year the attendance of pupils with disabilities has been at least commensurate with the school average if not above average.

The school has had an Accessibility Plan since 2003 and since that date the school and Local Authority have completed the following work:

- Adapted toilet areas to include a hand rail and more accessible taps
- Added doors to two classrooms to improve sound-proofing
- Decorated the hall taking children with visual impairments into account
- Ramps and hand rails added to the front and rear steps of the school
- Fenced off the Reception outdoor area to create a safer learning environment
- Added a slope to the main entrance (removed the step)
- Added hand rails to toilets

The school was already fully accessible with regard to entrances to the school, accessible toilet, changing bed and doors wide enough for wheel chair users.

The Combined Action and Accessibility Plan attached to this Scheme details further planned improvements.

School trips are planned on the basis that all pupils are included.

The privately run out of school hours provider ensures that all activities planned are accessible to all and, when necessary, provide additional support. They also have an accessible toilet facility.

Using tracking data, pupil progress meeting data, SATs analysis and lesson observations by the Leadership and Management Team, we track and analyse the achievement of all our pupils. Through this analysis we have identified the following issues for our pupils with disabilities (See also the School Self Evaluation (SEF) and Learning Improvement Plan):

- We are always encouraging our Education Health and Care Plan (EHCP) pupils to develop more independence. Teaching Assistant training is led by the Head Teacher monthly and focuses on Teaching and Learning, Child Protection and Health and Safety.

- TEAM TEACH training is embedded throughout the school concentrating on de-escalation techniques.
- Thrive training for children with social, emotional and behavioural difficulties. Whole staff training in September 2021.
- Nurture training has been developed and more staff trained in October 2020.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. Further monitoring of recruitment, retention and career development in relation to staff needs to be undertaken. The school also works with Warwick University to support the PGCE students and North Warwickshire College students. They are aware of the accessibility of the school for a student with a disability.

The following policies have been reviewed by the Leadership Team to consider their impact on pupils, staff and parents with disabilities and the following actions agreed:

- Behaviour Policy and the school rules (Head to involve pupils in a more accessible and visual version of the rules for display in the school) ;
- Anti-bullying (SEAL and PATHs materials to be used every November as part of the Anti-Bullying week) ;
- The administration of medicines and health care plans; (Head to review on a case by case format).

Views of those consulted during the development of the Scheme

The priorities and actions highlighted in this Scheme have been informed by:

- The annual parents' survey
- Consultation with the School Council.
- All staff and governors
- Human Rights : Human Lives document, Article 14, Prohibition of discrimination
- PATHs audit

Increasing the extent to which disabled pupils can participate in the school curriculum

See Combined Action Plan and Accessibility Plan (Appendix 1).

The school is committed to incorporating a range of learning styles into all lessons. In addition, "personalising learning" is an area of focus. We ensure that reasonable adjustments are made to the premises and curriculum whenever necessary and we are ensuring that our strategic planning will increase access to the school over time.

The SENCo role is undertaken by a class teacher with a TLR2 post, thus allowing the Head Teacher to operate in a more strategic way:

- evaluating the effectiveness of interventions;
- observing more lessons and sampling lesson planning, looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning;

- monitoring the appropriateness of pupil groupings;
- monitoring the deployment of Teaching Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

The PSHE Team Leader will review how well we are developing awareness of disability through the PSHE and Citizenship Curriculum, the assembly programme and through visitors to the school.

Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services

See Combined Action Plan and Accessibility Plan (Appendix 1).

Improving the delivery to disabled people of information that is provided in writing for people who are not disabled

See Combined Action Plan and Accessibility Plan (Appendix 1).

The Emergency Contact Form filled in by parents/carers of new pupils has been amended to ask about access needs. Parents of new pupils are made aware through the prospectus that they can request letters, newsletters etc in different formats (e.g. in Braille, in simplified language, on audio-tape). Or alternatively that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information. The annual parents' Survey includes a question about the newsletter and whether the format could be improved.

School to revisit "Communication Friendly Environments" training regularly to share effective practice and ensure all staff are utilising principles in their classrooms and when designing curriculum resources. All teaching staff have received training in using "Communicate in Print".

In addition various improvements are included in the Action Plan (see Appendix 1) in relation to improving signage (emergency procedures, internet safety, school rules, health and safety etc). All classrooms to have photos of staff on the door and fire procedures using Widgit Symbols.

Management, coordination and implementation

This Scheme will be reviewed annually by the Leadership and Management Team. A report updating the Governing Body will be presented annually during the Spring Term to inform budget planning for the new financial year. The update will be preceded by consultation with pupils, staff and parents when necessary. The update will include specific evidence of impact over the preceding twelve month period where appropriate.

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision)
- SEN Self-evaluation Form
- Learning Improvement Plan;
- Staff Training Tracker;
- Asset Management Plan;

The Scheme is available in the following ways:

- On the school website;
- A copy can be requested from the School Office or alternatively we can email it to you;
- Can be made available in different formats (e.g. in Braille, simplified language, or on audio-tape).

Signed Head Teacher

..... Chair of Governors

Date: Agreed with staff and Governors 22-1-08

Reviewed April 2010 by Judith Newman

Reviewed March 2014 by K Middleton

Reviewed March 2018 by K Middleton

Reviewed March 2019 by K Middleton

Reviewed March 2021 by K Middleton

Reviewed March 2023 by K Middleton

Revise the scheme March 2024, report on progress annually.
Amend Accessibility Plan annually.

Disability Equality Scheme Action Plan & Accessibility Plan

Galley Common Infant School

Date: 2021-24

| Target | Tasks | Timescale | Resources | Responsibility | Monitoring |
|--|--|-----------|--|---|--|
| <p>Access to Curriculum</p> <p>Continue to ensure use of Communicate in Print to support pupils during lessons and with general routines.</p> | <ul style="list-style-type: none"> ▪ Update TAs and admin staff on use of Communicate in Print. ▪ Staff photos and information outside classrooms ▪ Worksheets make use of symbols to support instructions | Ongoing | <p>Communicate in Print resources.</p> <p>Matt laminating sheets</p> <p>PPA time for staff</p> | <p>P Jennings (HLTA)</p> <p>A Moynihan (IT lead)</p> <p>E Woodcock (SENDCo)</p> | Leadership Team – environment checks |
| <p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p> | <ul style="list-style-type: none"> ▪ Address range of learning styles in all planning. ▪ Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties ▪ Subscribe to EIS support - half termly visits to support the SENCo – individual/environment checks | Ongoing | <p>PPA time</p> <p>Reasonable adjustments sheets</p> <p>Staff training as required</p> | <p>All staff</p> <p>K Middleton</p> <p>All staff</p> | <p>HT/SENCo through lesson observations and sampling lesson planning</p> <p>Staff will use techniques and know how to support pupils – monitored through HT/SENCo lesson observations.</p> |

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| <p>Premises</p> <p>Continue with the Premises Action Plan and rolling programme for redecoration.</p> | <ul style="list-style-type: none"> • Vision friendly paint used, access/exit points clearly marked | <p>Annually</p> | <p>LA/Local/Capital funding</p> | <p>Property Services/Local</p> | <p>Finance & Premises Committee Safeguarding Committee</p> |
| <p>Attitudes</p> <p>Continue to promote positive attitudes to disability</p> | <ul style="list-style-type: none"> ▪ Review PSHE Curriculum ▪ Review Assembly Programme: widen focus of Different/Same theme ▪ Involve local disability groups in assemblies and visits to school ▪ Signed singing – Sign Health charity singing event annually ▪ Publish the Accessibility plan on the school website | <p>Every two years</p> <p>Spring - annually</p> | <p>Curriculum budget</p> <p>Laura Gordon</p> | <p>Laura Gordon</p> <p>Emily Woodcock</p> | <p>Leadership Team and Governors</p> |
| <p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p> | <ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Use of Communicate in Print software to improve worksheets and signage in school | <p>As required</p> <p>Ongoing</p> | <p>County Support</p> <p>Parent Questionnaire</p> <p>Funding for laminating sheets</p> | <p>Admin. Manager</p> <p>Head</p> <p>All staff</p> | <p>Head</p> |
| <p>Staff</p> <p>Promoting equality of opportunity for staff</p> | <ul style="list-style-type: none"> ▪ Monitor data in relation to recruitment, retention and professional development. ▪ Encourage disclosure of disability. | <p>Ongoing</p> | <p>Monitor application forms</p> | <p>Head</p> | <p>Governors</p> |

Appendix 2 : Advice on Funding Streams

Funding for improvements to the physical environment of the school may come from a variety of different sources:

- School Access Initiative funding may be needed for major capital works. This has to be coordinated with the local authority's priorities;
- Devolved formula capital funding can meet the costs of some of the priorities;
- Delegated funding can be used to meet the costs of particular equipment that may need to be provided for disabled pupils; where alterations need to be made to improve access for a disabled member of staff, funding may be available through 'Access to Work' (Department of Work and Pensions). Access to Work pays a grant towards any extra employment costs that result from a person's disability, e.g. specialist equipment and adaptations, signing support etc. For people who are starting a paid job with you, the grant is up to 100% of the approved costs. For those who already work for you, the grant is up to 80% of the approved costs over the first £300.

There are some principles that can help to keep down the costs of separate work to improve access:

- Access considerations can often be "piggy-backed" on to other work to be done, for example: there is a small marginal cost for installing visual alarms when the school is being re-wired, there is an even smaller cost in improving colour contrast when the school is being re-decorated;
- Purchasing policies can take account of access requirements, for example: the purchase of an adjustable height science bench when benches are purchased, or a number of calculators with large keys when calculators are being purchased;
- seeking advice can be a good investment but advice needs to be broadly based and take account of different groups of pupils;
- creative ideas may come at low cost or no cost.