



Hillside Infant and Junior Schools' Disability Equality Act and Accessibility Plan

2015-2018

POLICY DETAILS:

Legal Status: Statutory

Adopted: September 2015

Version Date: September 2015

Last Review: September 2015

Next Review: September 2018

***3-year period covered by the plan:
September 2015- September 2018***

Introduction

Duties under Part 5A of the Disability Discrimination Act (DDA) introduced in 2005 sets out the following

- a duty to promote disability equality
- a specific duty to prepare and publish a disability equality scheme

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 to cover education. Since September 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.

The United Nations Convention on the Rights of the Child details the specific rights that children have and that adults must uphold. The particular articles that relate to this policy include:

Article 23: Children with disability have the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

Article 2: The convention applies to every child.

Article 3: The rights of the child must be the top priority in all actions concerning children.

Article 12: Every child has the right to say what they think in matters affecting them

Article 15: Every child has the right to meet with other children

Both the accessibility plan and the disability equality scheme aim to detail how the Governing Body will meet the duties detailed above. It is a requirement that the school's disability equality scheme and accessibility plan are resourced, implemented and reviewed and revised as necessary. Attached are action plans showing how the school will address the priorities identified in following discussion by relevant stakeholders.

Copies of the plans are available from the school office and they will be reported on annually in the school profile.

Vision and Values

Hillside Infant School aims to promote equality of opportunity for all disabled people who may currently have an interest in the school or who may wish to do so in the future. We will promote issues relating to disability in a positive way.

Hillside Infant School aims to remove barriers to achievement to enable all children to participate in every aspect of school life. The school will set suitable learning challenges, respond to pupil's diverse needs and overcome potential difficulties in a well considered and sensitive manner. All school policies and procedures will have regard to legislation supporting inclusion and the United Nations Convention on The rights of the Child. This is reflected in the school mission statement '***Every child is given the opportunity to be the best that they can be. Every child is encouraged to ensure that their rights and the rights of others are respected***'.

We will promote equality of opportunity by

- actively seeking the views of pupils, staff, governors and parents/carers
- aiming to ensure full participation of the above groups in all aspects of school life

We will eliminate discrimination by

- raising awareness and staff training
- measuring the impact of policies
- reviewing and adjusting policies as required
- raising expectations
- improving communication

We will eliminate harassment by

- raising awareness amongst staff and pupils of disability-related harassment
- understand the nature and prevalence of bullying and harassment
- involve the pupils in combating bullying
- ensure that disability-related harassment of disabled staff, pupils, governors, parents/carers and other users of the school is identified and addressed

We will promote positive attitudes by

- modelling respectful attitudes to all disabled people
- providing positive images of disability in books and other resources

We will encourage participation in public life by

- letting pupils see disabled people succeeding in school in a positive way
- encouraging disabled adults to participate in school activities

We will take steps to meet the needs of disabled people by

- increasing awareness of needs through training
- making reasonable adjustments
- interviewing all disabled job applicants who meet the minimum requirements

We will increase access to education for disabled pupils in the three areas required by the planning duties in the DDA by:

- 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 delivery of information to disabled pupils which is provided in writing for pupils who are not disabled.

Information from pupil data and school audit

People are considered to have a disability when they have:

*a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to perform normal day-to-day activities.
(Disability Discrimination Act 1995(DDA))*

The school has an awareness of children who are protected by the DDA from information provided by parents at the time of, or subsequent to, admission, Special Educational Needs records and reports from medical authorities. Children covered by the DDA may have physical or sensory impairments or neurodevelopmental disorders (e.g. Autism, Asperger Syndrome, Attention Deficit Hyperactivity Disorder). Children will be protected by the DDA when they have observable symptoms of a disorder or impairment, even if a diagnosis has not been obtained.

The academic progress of all children will be monitored throughout their time at school and appropriate measures will be taken to provide additional support when necessary. Social inclusion will be supported through the implementation of Social and Emotional Aspects of Learning (SEAL) and Circle Time for all children. Additional support will be made available through Social Skills groups or individual work to help address emotional and behavioural difficulties. Additional support needs for learning outside the classroom will be identified through the risk assessment procedure. Children who receive sanctions or consequences for failing to observe school rules will be monitored half-termly and, where necessary, action will be taken to support these pupils.

The school identifies its strengths as follows:

- having a dedicated team of teaching and non-teaching staff who are committed to making the necessary adjustments to enable inclusion of children with disabilities
- conducting a skills audit identifying individual members of staff with specific understanding of the needs of children with medical needs, including staff members who have basic sign language skills and other specialist qualifications/skills
- ensuring all staff undertake regular training to support children with medical needs and keeping the medical needs policy under review
- understanding multi-sensory teaching methods designed to increase access to the curriculum for all children
- having good links with external agencies (school nurse, health visitors, local special schools, occupational therapists, speech & language therapists and educational support teams in Hillingdon and neighbouring authorities of Harrow and Hertfordshire)
- having support staff in every class and a commitment to fund additional support hours for individual children from the school budget

The school identifies it's weaknesses as follows:

- building design does not enable easy access to all areas (split level)
- no disabled toilets or private facilities for personal care (although these are available in the Children's Centre)
- small classroom sizes limiting the possibility for easily accommodating a wheelchair and offering space to manoeuvre

Views of those consulted during the development of the plans

This plan was developed after consultation with a number of people representing the school community. Information was gathered from admission forms and medical records in addition to requests for information from all governors, parents/carers and staff members. Guidance was also obtained from external agencies and publications with reference to Autistic Spectrum Disorders, Visual Impairment and Hearing Impairment. Attendance at the Senjit course 'The Disability Equality Scheme in the Primary School' provided useful advice on practical issues relating to the formulation of a plan.

Individual records of discussion are filed in the Welfare Room. Where recommendations involve improvements to the physical environment, these will be summarised and forwarded to the Governing Body (Premises Committee) for consideration when funds are available for capital improvements.

Review of plan – July 2015

Relevant policies that have been written or updated include Handling Policy, Medical Needs Policy, SEND Policy, SEND Information Report.

There was a delay in making any physical changes to the building as a new build was considered to be imminent. This now looks like it will take three years (completion Sept 2018) if it goes ahead and therefore a changing area for personal care will be created in nursery.

Disability Equality Scheme Actions-September 2015

action	process	progress
gather information from all stakeholders	letters to all governors letters to all staff letters to all parents/carers analysis of school data interviews with children	completed
consider the impact on disabled people when reviewing all policies	raise awareness and discuss impact at time of policy reviews all policy reviews will have input at SMT level	ongoing ongoing
consider accessibility to written materials	enlarged font available on website add graphics to newsletters offer alternatives to written text – more use of telephone contact	completed ongoing
monitor all bullying incidents and identify disability-related harassment	proforma for recording procedure for dealing with incident establish any possible link with disability	completed completed ongoing
ensure that children understand what bullying is and why it is wrong	focus in assemblies SEAL, PSHE circle time	ongoing
promote positive attitudes towards disability	increase stock of books containing positive images of disabled people increase school resources to include 'small world' toys representing disabled people incorporate images of people with disabilities in displays	ongoing ongoing
make reasonable adjustments to enable disabled people to fully participate	consider access and seating for school concert & assemblies consider access on sports days and school trips ensure new builds and refurbishments take the needs of disabled people into consideration through consultation with stakeholders and external agencies	ongoing ongoing CC has disabled facilities
ensure children have quality	book school nurse to deliver training if required in addition to annual epi-	

information and support relating to any medical conditions	pen and asthma training for all staff support children with a new diagnosis develop medical needs policy	completed
ensure that additional advice and support is sought from external agencies	make appropriate referrals to external agencies request additional time from Speech and Language Therapy Service apply for Education, Health and Care Plan whenever a child meets the LA criteria complete all hospital questionnaires and respond to requests for information from other professionals at the earliest opportunity	ongoing done ongoing ongoing

Assessment of the current situation re accessibility to inform an action plan is detailed below.

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

Actions	Current situation	Current no. of pupils affected	Future enhancements
Differentiation	Planning for most subjects shows differentiation for different cognitive abilities	all	Training delivered Spring/Summer 2015
Additional support in class	Teaching assistant in every class plus 1:1 support for some children	all	
Wave three interventions	Basic Maths Skills, Early Literacy Programme, Tracks literacy, Social Skills, Language Group delivered by SEN Teaching Assistants and Senco, pre-teaching key vocabulary and concepts, play therapy	Approx 20%	ongoing
Access to resources	Clearly labelled, easily accessible resources	all	completed
Vision impairment strategies	SATs papers ordered in large font, worksheets can be enlarged, small whiteboards used individually to bring key information closer, use of whiteboards, seating	none	As required

	that is close to and directly in front of source, eye-strain rest breaks built in, advice from specialist teachers		
Hearing impairment strategies	Consideration given to seating, teach with door closed, reduce background noise, support with sign-along, teach with light on to promote lip-reading (5 staff trained in sign along, 1 in British Sign Language BSL) Use of visual timetables and visual prompts HI teacher offering personalised sessions Radio Aid used where needed	2	ongoing
Autistic Spectrum Disorder strategies	Visual timetables, advance warning given of changes, social skills groups, work stations, use of Widgit software, help with transitions, unambiguous language, clear instructions, easy access to coat-pegs & trays, buddy systems (2 staff with ASD qualifications)	6	ongoing
Attention Deficit (Hyperactivity) Disorder strategies	Break down tasks into smaller chunks, offer sensory box(things to fiddle with), build in movement breaks, task/equipment lists Move 'n' sit cushions used	1	ongoing
Medical Asthma	Staff awareness, asthma training for all staff, asthma register, inhalers kept in school, use-by dates checked, specialist nurse advice, inhalers taken to school field and on school trips	7.5%	Book annual asthma training for all staff Member of nursery staff to attend full training
Medical Seizures	Staff awareness, photos/procedures in medical room seizure training, specialist nurse advice	1	Involve Epilepsy Centre for advice
Medical Allergies	Staff awareness, photos/procedures in medical room epi-pen training	2	Annual Epi-pen training
Medical/ Toileting issues	Staff awareness, involvement of school nurse, spare clothing available	1	handling policy & medical needs policy written
Other Medical	Fridge available for storage of medication that needs to be kept cool, several staff with current 1 st Aid Certificate, staff willing to administer prescribed medication List of medical needs in every register		Reminders to always take medi-box to field Ensure clubs have medi-alert list
Mobility strategies	Physical assistance, clear pathways, sufficient space for movement, easy access to trays & coat pegs, risk assessment done for all school visits	none	Awareness of suppliers of specialist equipment

Dyspraxia strategies	As above plus occupational therapy programmes, additional handwriting practise, writing slopes, pencil grips, raised lined paper.	4	
Social & Emotional strategies	1:1 self-esteem support, 1:1 anger management support, social skills group, behaviour plans, Team Teach strategies, play therapy	5	
Language and Communication strategies	Pre-teaching, use of symbols and Widgit software, sign along, language groups covering vocab development, listening and speaking, direct teaching of concepts, advice from specialist teachers (5 staff trained in sign along, 1 trained to use BSL) IDP delivered	4	
Other evidence	Pupil Profiles, Personal Support Plans and Behaviour Plans giving details of personalised learning. Children's own records of progress Annual review feedback Visits by external agencies Multi-disciplinary meetings Involvement of EWO Vulnerable children register		

2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Disability	Current situation	Current no. of pupils affected	Future enhancements
Vision impairment	Hand rails on all areas with steps Careful sighting of all 'free-standing' objects e.g. bins		High visibility strips on steps Colour blocking
Hearing impairment	amplification aids from LA – radio aid in use	1	Consider amplification system for hall
Autistic Spectrum Disorder	Clutter free work areas can be created, alternative lunch arrangements can be made if hall is too noisy	6	
Physical disabilities	Ramp access available to most areas however classrooms too small to enable wheelchair turning space or storage of large mobility aids. Disabled toilets in CC		

3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

NOTE: As this is an Infant School and many children cannot yet read, most information is given verbally and may be backed up using symbols or pictures.

Disability	Current situation	Current no. of pupils affected	Future enhancements
Vision Impairment	Information written on whiteboards can be copied onto individual whiteboards to decrease the distance at which the information has to be read. Weekly newsletter to all parents – also available on website. Weekly class newsletter outlining the following week’s learning & teaching.		Ability for users to change font size on web pages
Hearing Impairment	No additional strategies for written information – signing available	1	
Cognitive Difficulties	Simplify language and support with visual cues. Weekly newsletter to all parents – also available on website Weekly class newsletter outlining the following week’s learning & teaching.	2	
Language & Communication Difficulties	Weekly class newsletter outlining the following week’s learning & teaching. Weekly newsletter to all parents – also available on website. Role play to support understanding.	8	

Accessibility Plan 2015 – 2018

action	process	progress
Increase staff awareness of medical issues	Write new medical needs policy and disseminate Annual staff training for asthma and epi-pen (Welfare to organise) Member of nursery staff to do full asthma training (Welfare to organise) Medi-alert list to all people running clubs	Completed Completed (update each September)
Improve areas of colour contrast	High visibility strips on all stairs Colour block when redecorating	ongoing
Increase privacy for personal care	Written procedures for changing children (no of adults present etc.) handling policy written/ ensure staff awareness of procedures	completed
Disabled toilet	ensure that parents are aware of location of disabled toilet sign on visitor's toilet door	complete
Amplification system	Relevant staff use radio aid for children with hearing Impairment	complete
Personal Care	Installation of changing table in Nursery	
Review behaviour policy	Identify what reasonable adjustments can be made for children with social and emotional difficulties	complete
Raise staff awareness of issues relating to disabilities	staff survey of skills and confidence levels and provide training as appropriate whole school survey to identify vulnerable children	complete complete
Disabled car parking bay	Re-site so that access ramp is easily accessible	complete

Management, coordination and implementation

The implementation of these plans will be the responsibility of the Senior Management Team and progress towards completion of the action points will be discussed each term. The Governing Body will be kept informed of progress at regular intervals. The nominated governor for Special Educational Needs will be involved in the annual review of the plans. Views which are gathered after the writing of the plan may be incorporated at any time.

Last updated: September 2015