

Hillside Junior School Disability Equality Scheme and Accessibility Plan



**3-year period covered by the plan:
September 2018 - September 2021**

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.

Vision and Values

Hillside Junior 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 Junior 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 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 curriculum. 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 is part of a development group focusing on supporting the emotional wellbeing of children.

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
- 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 teachers and teaching assistants trained in mental health first aid

The school identifies its weaknesses as follows:

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

It is important to note that there is a building project taking place during the academic year 2018/19 that will change the physical environment of the school and alleviate some of the weaknesses identified above.

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 conversations with 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.

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	All planning shows differentiation for different cognitive abilities	All	Support from Hillingdon Borough with the Inclusion Commitment to achieve 'Communication, Friendly Setting with ELKLAN.'
Additional Support	Teaching Assistants directed by teacher and Inclusion Manager where there is a specific need.	All	
Wave Three Interventions	RWInc groups; 1:1 Tutoring SNIP; Nessy Reading and Spelling; Nessy Typing; Speech and Language; Rapid Maths; Social Skills; Strategies for Supporting Working Memory; Fine motor skills.	Approx 18%	Increased monitoring and assessment of impact
Access to resources	Clearly labelled, easily accessible resources	All	Completed
Visual Impairment	Assess seating arrangements. Consider which background/paper colour is most suitable. Printed individual version of Smartboard. Use larger fonts on board/Smartboard.	2	Continuous monitoring
Hearing Impairment	Assess seating arrangements. Teach with door closed. Training provided by Borough to use hearing aids and implants. Teach facing the child to enable lip reading. Hearing Impairment Teacher to support and offer 1:1 sessions.	2	Continuous monitoring
Autistic Spectrum Disorder Strategies	Visual timetables, advance warning given of changes, social skills groups, work stations, use of Widgit software, clear expectations during transitions, clear instructions, easy access to coat-pegs & trays, buddy systems	6	Widgit changing to Communication in Print
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. Timers	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	9%	Book annual Asthma Training for all staff

	field and on school trips		
Medical Seizures	Staff awareness, photos/procedures in medical room seizure training, specialist nurse advice	0	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	Intimate Care & Health Care 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		Risk assessments for all visits to be completed signed off by the Headteacher
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. Wheelchair friendly new building
Dyspraxia Strategies	As above plus Occupational Therapy programmes, additional handwriting practise, writing slopes, pencil grips, raised lined paper, fine motor skills.	4	
Social & Emotional Strategies	1:1 Self-esteem support, 1:1 anger management support, social skills group, behaviour plans, Positive Handling strategies, Play Therapy	15	
Language and Communication Strategies	Pre-teaching, use of symbols and Widgit software, language groups covering vocab development, listening and speaking, direct teaching of concepts, advice from Speech and Language Therapy	8	Widgit changing to Communication Print
Other evidence	Pupil Profiles, Behaviour Plans giving details of personalised learning. Intervention feedback 5 times per year. Children's own records of progress Annual Review feedback Visits by external agencies Multi-disciplinary meetings Early Help Assessments		

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
Visual Impairment	Hand rails on all areas with steps Careful sighting of all 'free-standing' objects e.g. bins	2	High visibility strips on steps Colour blocking
Hearing Impairment	Amplification aids from LA – radio aid in use	2	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	4	
Physical Disabilities	Ramps, lifts, wheelchair friendly corridors, disabled toilets	0	New classroom layout should enable more floor space

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

Disability	Current situation	Current no. of pupils affected	Future Enhancements
Vision Impairment	Information written on Smartboards. Printed for individuals. Weekly bulletin to all parents – also available on website, including important dates.		
Hearing Impairment	No additional strategies for written information.	1	
Cognitive Difficulties	Simplify language and support with visual cues. Weekly bulletin to all parents – also available on website including important dates.	2	
Language & Communication Difficulties	Weekly bulletin to all parents – also available on website. Role play to support understanding.	8	

Accessibility Plan 2018 – 2021

Action	Process	Progress
Increase staff awareness of Social, Emotional and Mental Health development	Participation in Emotional Development and Wellbeing group of local schools Mental Health First Aid training for 15 members of staff (teachers and TA's – completed) Continuing INSET	Ongoing
Improve areas of colour contrast	High visibility strips on all stairs Colour block when redecorating	Ongoing
Disabled Toilet	Ensure that it is clean and separate from men's toilet in the new building. suitable disabled toilet is included in refurbishment	21/12/2018
Personal Care	Ensure that wet room or suitable changing facility is included in new building.	21/12/2018
Monitor behaviour policy and provision	Identify what reasonable adjustments can be made for children with social and emotional difficulties and ensure provision is available for targeted support. Visits to new building to facilitate transition. Monitor SEND and detentions on CPoms.	w/c 17/12/2018
Planning and teaching shows high quality differentiation	Teaching checklist for observations includes having appropriate activities for all.	Ongoing

Management, coordination and implementation

The implementation of these plans will be the responsibility of the Senior Leadership 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 2018