

“We want every child to be happy, caring and successful.”

Disability Equality Scheme and Disability Accessibility Plan for Pupils 2014-2017

We believe that we work hard to ensure that the culture and ethos of Cedars Primary, whatever the abilities and needs of the members of the school community, ensures that everyone is equally valued and that everyone treats one another with respect. Cedars Primary provides pupils with the opportunity to experience, understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in “Accessing School: Planning to increase access to schools for disabled pupils” issued by the DFES in July 2002.

We believe disability is:

‘A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.’ (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience happiness and success. All school users will benefit from the school’s disability equality scheme as it will allow them to take full benefit of the opportunities Cedars Primary offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school. The plan is as follows:

Development area	Issue	Initiatives	Impact	Responsibility
Equality and Inclusion	Ensure Accessibility Plan becomes an annual agenda item at FGB Meetings	Clerk to Governors add to list for FGB meetings	Adhere to legislation (annually)	HT/Governors
	Improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate	Whole school community aware of issues. (ongoing)	HT/Inclusion Leader
	Ensure all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation (ongoing)	HT
Delivery of the curriculum	Continue to train and support staff to enable them to meet the needs of children with a range of SEND	Inclusion Leader to review the needs of children and provide/organise training as required	All children are able to access the curriculum (ongoing)	Inclusion Leader/Staff
	To ensure all children are able to access all out-of-school activities e.g. clubs, trips, residential	Review out of school provision to ensure compliance with legislation	All providers of out-of-school education will comply with legislation to ensure that the needs of children are met	Inclusion Leader/Staff
	To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of each class and provide equipment as needed e.g. hearing loops	Children develop independent learning skills (reviewed as required)	Inclusion Leader/Class Teacher
The physical environment of the school	Ensure independent access within school	Maintain in good working order ramps, lift, outside rails to ensure access to all parts of the school	Physical accessibility of school maintained Disabled people have independent access to all parts of the school (ongoing)	HT/Site Manager
	Improve signage to indicate access routes around school	Signs indicate disabled parking bay, lift and wheelchair friendly routes around school Provide access plan of building in reception area	Disabled people aware of wheelchair access to all parts of the school (ongoing)	HT/Site Manager

	<p>Improve educational experiences for visually impaired pupils</p> <p>Maintain safe access around exterior of school</p>	<p>Ensure all blinds in school are effective Maintain sensory garden in F2</p> <p>Ensure pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise Maintain contrast tape on thresholds, entrances, end of rails along ramps</p>	<p>Teaching aids, whiteboards etc. more easily seen and learning experiences of pupils enhanced (ongoing)</p> <p>Disabled people to move unhindered along exterior pathways (ongoing)</p>	<p>HT/Site Manager</p> <p>HT/Site Manager</p>
Provision of information in other formats	<p>Ensure that all parents and other members of the school community can access information</p> <p>Ensure that all parents who are unable to attend school, because of their disability, to access parents evenings</p>	<p>Written information will be provided in alternative formats as necessary</p> <p>Staff hold parents evenings by phone or send home written information</p>	<p>Written information will be provided in alternative formats if necessary (as needed)</p> <p>Parents are informed of their child's progress (termly)</p>	

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aim

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the Disability Discrimination Act (as amended by the SENDA) to publish an Accessibility Plan but not to:

- discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
 - a duty respect the child's and parents right to confidentiality;
 - the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
 - the responsibility endorse the key principles in the National Curriculum 2014 framework which underpins the development of an inclusive curriculum
 - responsibility for ensuring that the school complies with all equalities legislation;
 - nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
 - responsibility for ensuring funding is in place to support this policy;
 - responsibility for ensuring this policy and all policies are maintained and updated regularly;
 - responsibility for ensuring all policies are made available to parents;
 - nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
 - responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- in conjunction with the Governing Body devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school personnel with disabilities;
- inform the Governing Body on the training programme for school personnel;
- monitor the effectiveness of this policy;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of Staff

In conjunction with the Headteacher, school personnel will fully integrate disabled people into Cedars Primary by:

- identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides;
- identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers;
- identifying what needs to be done to improve communicating written information to disabled people;
- helping pupils to recognise, understand and learn how to treat people with disabilities by:
 - identifying different kinds of disabilities
 - visualizing what it might feel like to be disabled
 - supporting and interacting with disabled people
 - empathising
- ensuring good lines of communication are in place with parents namely:
 - newsletters
 - weekly information letters
 - school website
 - annual pupil reports
 - termly parent-teacher consultations
 - curriculum evenings
 - PTA events
- identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;
- identifying what needs to be done to improve our provision of courses for adults and families who have particular needs in the community;
- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of this Policy

The practical application of this policy will be reviewed annually or when the need arises by, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:		Date:	
Chair of Governing Body:		Date:	

