



St Ann's Primary School

Disability Equality Scheme/Accessibility Plan 2022-2025

REVISION DATE	APPROVED BY	DATE OF APPROVAL
Sept 2022	Governing Body	September 2022

This policy will be reviewed every three years

We welcome our responsibility to promote disability equality according to the Disability Equality Duty, and view this extension of our duties alongside Parts 2, 3 and 4 of the Disability Discrimination Act (DDA) as a further positive step towards achieving equality for disabled pupils and staff across all areas of school life.

We see this commitment as a key component of our planning for achieving the five outcomes within Every Child Matters and view the links with other equalities policies and practices as positive and informing. The school's current Accessibility Plan will be included within the Disability Equality Scheme (DES) to ensure that both plans are mutually supportive. This Disability Equality Scheme contains an Action Plan that sets out the steps the school is planning to take over the next three years (2022-2025) to meet the General Duty.

Vision and Values

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 ensure that the school environment is as accessible as possible. At St Ann's Primary we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The St Ann's Disability Equality Scheme aims to:

- Involve disabled pupils, parents/carers, staff, governors and visitors in any decisions we make.
- Find out what barriers are faced by disabled pupils, parents/carers, staff, governors and visitors and make all reasonable adjustments to remove them.
- Find out what disabled pupils, parents/carers, staff, governors and visitors need and which of these needs are the most important to them, and make every attempt reasonably possible to meet those needs
- Make sure we meet our legal duties.
- Ensure all children and adults in our school community know what our responsibilities are.
- Show what has changed as a result of involvement and set out our three-year disability equality action plan on how we will put the Scheme into practice.

Our admissions policy does not discriminate against disabled pupils. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The definition of disability covers a wide range of impairments such as:

- Cerebral Palsy, Muscular Dystrophy, Cystic fibrosis, severe Asthma, Diabetes, Epilepsy, Sickle Cell Anaemia
- HIV, Multiple Sclerosis and Cancer are deemed disabled from diagnosis before they experience the long-term and substantial adverse effect on their activities.
- Downs Syndrome
- Dyslexia
- Autism
- Speech and language impairments
- Dyspraxia
- Sensory Impairment
- 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.

The effect on normal day-to-day activities can be one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing and eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

The Duty

The Disability Discrimination Act 2005 places a **general duty** on all public authorities when carrying out their functions, to have due regard to:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination that is unlawful under the DDA
- Eliminating harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people

- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

This is known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

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

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

The Governing Body will also ensure that all members of the school community understand and are committed to these three key duties and that in the writing of policies or improving the quality of school life for any disabled pupils, the views of those directly involved will be sought and where possible acted upon.

The Specific Duty

The specific duty sets out how schools are going to meet the requirements of the general duty and what they need to record as evidence of what they have done.

The main requirements of the specific duty are to:

- Prepare and publish a disability equality scheme (DES)
- Involve disabled people in the development of a scheme
- Implement the scheme
- Report on it.

This scheme sets out the proposals of the Governing Body of St Ann's Primary to increase access to education for disabled children in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled children can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services
- Improving the delivery to disabled children of information which is provided in writing for children who are not disabled

Involvement and Consultation

We believe that disabled children and adults are uniquely placed to support the school in identifying and removing the barriers they face and in taking proactive steps to promote disability equality across the school - their participation in the development and implementation of this Scheme is our priority.

As a school we will involve and consult with -

- Pupils where they are able to comment on and have views about their needs
- All parents and carers concerning the needs of their child and or the needs of the parent or family member with regard to a disability
- All staff in school

As a school we will consult -

- Regularly in the case of children with a specific disability
- As appropriate e.g. for parents/ visitors visiting school for an event such as a concert or performance
- Prior to a child with a disability joining our school

As a school we will consult and inform by -

- Inviting all relevant parties to regular review meetings
- Ensuring that all new parents and families are informed of this scheme and access arrangements in school as part of the induction process
- Ensuring that all new members of staff are informed of this scheme and the school's ethos and policy towards any pupil or adult with a disability
- Ensuring that all members of staff are aware of any support available to them should they have a disability
- Arranging appropriate training for relevant staff
- Accessing support from external agencies within the local authority to arrange relevant training and ensure that all reasonable adjustments can be made

We appreciate the range of views from all users of our school. This has and will help the school to meet the needs of all pupils and adults with a disability to ensure that all reasonable adjustments are made to overcome any barriers.

Accessibility

Curriculum

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Having high expectations and setting suitable learning challenges for all

- Responding to children's diverse learning needs
- Overcoming potential barriers to learning for individuals and groups of pupils
- Monitoring the achievement of disabled pupils and using this data to raise attainment and ensure inclusive teaching
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech therapy.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Our comprehensive tracking system enables us to effectively answer these questions and therefore ensure that we do deliver an inclusive education.

Curriculum Provision

- Children are taught using a variety of teaching and Learning methods.
- Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- Individual Education Plans are written, the SEND register is kept up to date and includes details of intervention programmes offered to pupils.
- There is very good access to and support network from, other professionals and agencies for staff in school who work with children with a specific need or disability
- There is regular liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. Links with outside agencies are also through annual, well attended multi-agency meetings.
- Advice is sought from LSS, Educational Psychologist, Autism Outreach, Behaviour support, Speech and Language Therapy Service and other outside agencies to inform staff of the best ways to provide 'reasonable adjustments.'
- Staff have had speech and language training
- School have had support in relation to positive regard and ensuring school is an inclusive environment for all pupils
- For any disabled children joining the school we would seek to begin the evidence gathering as far in advance as possible and liaise with all relevant agencies to facilitate the smooth transition into school for both the child and family.
- Learning Support Assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.
- Systems are in place to ensure that pupils who need assessments read to them, or modified in any way have this support provided.
- Comprehensive risk assessments are carried out for both on and off site activities and these always take into account any child with a specific need or disability. Staff will

also consult with other professionals when carrying out a risk assessment for a visit where a child with a disability is to attend - for example LA Health and Safety department

- We fully consider the needs of disabled children when engaging in activities beyond the classroom including sports days ,school visits and the residential visit to PGL
- Staff work closely with outside providers of after school clubs to ensure that any information about a specific child is communicated to the relevant party and reasonable adjustment made to allow a child with a disability to attend
- Disabled pupils are encouraged to participate fully in school life. Currently disabled pupils hold responsible roles successfully, contributing successfully to the life of the school
- Lunchtime staff are informed as to children's difficulties and how reasonable adjustments may need to be made to encourage best participation and behaviour during the lunch hour

The Physical Environment of the School

- Our school building is built on one level and has provision for people with mobility difficulties to ensure they can get around easily. There is a designated disabled parking space for car users who need to park close to the building. A Ramp has been installed beside the steps in the playground.
- There is wheelchair access to Dining Room / Hall
- We have toilet facilities which are suitable for physical impaired users of our school in both buildings.
- Our playground is flat and has provision for seating
- Our play apparatus by its nature may be inaccessible to some users but there is a variety of other apparatus and equipment for the children to use.
- We have made improvements to lighting, signage and colour contrast,
- Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school.

Improving the delivery to disabled stakeholders of information that is provided for those who are not disabled

- School sends newsletter home regularly and ensures this is written in accessible font (Comic Sans or Arial). The school will endeavour to improve the readability of all its communication with parents and pupils.
- Where staff are aware of learning difficulties which would prevent parents accessing information, staff endeavour to speak to these parents face to face or by telephone
- All parents are offered the opportunity to speak to teachers to discuss pupils' progress.

Publication

This scheme is published in conjunction with the school's Accessibility Plan and forms part of the schools equal opportunities policy. It will be published:

- On the school's website
- Be available to all school members in hard copy on request, and in the form of alternative communication where necessary.

Reporting

This Disability Equality Scheme represents the school's vision backed up by key actions which will be carried out within the next three years. There will be an annual report to the Governing Body on this scheme demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the scheme

St. Ann's Bespoke Accessibility Plan 22/23

Current Accessibility Arrangements:

Admissions

Admissions to St. Ann's Primary School are dealt with by Rotherham LA. Children are not discriminated against because of a disability and the school has an anticipatory duty to make reasonable adjustments to meet the needs of pupils with disabilities. We are an inclusive school and aim to admit all children from the local community whose parents wish them to attend. However, there may be rare instances where the efficient use of resources and the need to provide efficient education for other children in the school means that a pupil would be better placed in a more specialist setting.

Physical Access to Buildings and Classrooms

All areas of the school are accessible by all children, their parents and other visitors to the school. There are a few areas around the outside of school that are trickier to access such as the Top Field, Woodland and Pond Area and Pirate Ship area. Any person wishing to access these areas can do so by the correct pathways. Depending on the disability and need of a person, a member of staff or peer, can ably support. For example, the path up the embankment to the pond.

Detail:

Area of School	Features
Getting in and out of the building	Entrance to the building from the road (St. Stephens Rd. Entrance) and car park is easily accessible for wheelchair access. There are spaces in the car park (above the barrier) that are designated for disabled users. A large space is provided for community transport to drop of pupils. All paths are wide enough for the use of a wheelchair from the Fitzwilliam Rd. & St Ann's Rd Entrance. Crossings are in place where the path crosses the Car Park. Fencing has been erected to keep children safe on the pathways. All doorways are wide enough for wheelchair or walking aid access. There are slight, natural, raises to the door frames in some of the classrooms. A portable ramp is available for anyone who may need help however, (and with consultation with the OT) the KS1 access door is mainly used for wheelchair users.
Junior school classrooms	Corridors and doors are wide enough for wheelchairs to be used. Indoor classroom entrances have flat floor entrances and wide doors accessed through our central learning area. The disabled toilet can be accessed through the brown hall and via the main corridor.
Infant school classrooms (Y2)	Corridors and doors are wide enough for wheelchairs to be used. Indoor classroom entrances have flat floor entrances and wide doors accessed through the main corridor. The disabled toilet can be accessed via the main corridor.
Infant school classrooms (Y1)	Corridors and doors are wide enough for wheelchairs to be used. Indoor classroom entrances have flat floor entrances and wide doors accessed through the year 1 corridor past the library. The disabled toilet can be accessed through the year 1 corridor, past the library, via the main corridor.

Access to Y1 corridor and classrooms	Wheelchair access to the Y1 corridor from the main entrance is via the foyer ramp, across the yard and in through a ramped door at the far end of Y1 corridor. The disabled toilet is round the corner by the last Y1 classroom. All doors can be pushed open in one direction and handles to pull doors open in the other direction can be reached by a wheelchair user.
Brown Hall	The hall is accessible from the Main corridor or the central learning area with wide door access and flat floor
Blue Hall	The hall is accessible from the Main corridor or from two external flat floor, wide door entrances. <u>The Blue hall</u> has two external Fire Exits. These are accessible for wheelchairs and walking frames. There are stairs down to the Infant Yard with alternative path and ramp access.
Blue Hall Changing rooms	Accessible changing rooms are provided for children changing for P.E. Fire exit access to the Infant yard is via stairs although an alternative path and ramp access are available.
Foundation Stage corridor and classrooms	Access to the Foundation Stage classes from the main part of school is accessible through wide doors. The classroom doors have two handles to prevent children leaving the setting unnoticed. Any wheelchair user, or person with a walking aid, requiring access, please speak to a member of staff. Outdoor access for disabled users is via the door at the far end of the classroom.
Foundation Stage outdoor areas	Wheelchair users and people with walking aids have access to all the outside learning areas. As the learning areas change throughout the year, Foundation staff will take any access needs into consideration. The outdoor areas have large parts undercover for wet play.
Quadrangle	Year 1 and Foundation have access to an indoor activity centre. This is used for learning and for play on wet play days. It accessible from the year 1 corridor and Foundation classes through wide doors.

Meeting/small group rooms Y1/F2 corridor	The small rooms just off the Y1 classrooms are used for group work and have flat easy access. Room bookings are usually needed.
Library	Access is through wide doors and has flat access.
Disabled toilet by Foundation Stage Y2 and Blue Hall	Available for all pupils and adults who need it. Includes an adjustable, changing table.
School Garden, woodland and Pond area	Wheelchair users can access the school garden, woodland and pond via the appropriate path. Garden paths are accessible to wheelchairs although will need some support on steeper inclines. The pond area has a gate which an adult would open when in use.
Infant yard, field and area at side of school	All areas accessible.
Dinner hall	At dinner times the brown hall and central area are used. Access is through wide doors and flat surfaces. Children who need more space for walking aids or wheel chair will be strategically placed in an area with more room.
Staffroom	The staffroom is accessible to wheelchairs and walking aids.
Learning Mentor Base	This is just off the central area for learning and has access for wheelchairs and walking aids. This office has an area of privacy if needed by adults and children.
Community room	The community room is on the outside yard and is accessible with a ramp and hand rail. There are adequate toilet facilities and separate disabled toilet and changing.
KS2 toilets	Different year groups are allocated use of certain classrooms (Y3/4 = Y4 toilets and Y5/6 = Y5 toilets). Wheelchair users would need to access the disabled toilet opposite the Y2 class and blue hall.
KS1 toilets	Year 1 and 2 children use the Y2 toilets. Wheelchair users would need to access the disabled toilet opposite the Y2 class and blue hall.

KS2 yard	Flat access to and from the KS2 yard via Y2, Y4 and Y5 classrooms. Y3 and Y6 go out onto a fenced outside path that leads to the yard. Y1 walk through the inside corridors and go onto the Infant yard via an outdoor path at the side of the blue hall. Y2 children exit onto the KS2 yard and down some short stairs onto the Infant yard. Any wheelchair or walking aids access can use the same route as Y1 children.
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Evacuation Procedure

The '**Business Continuity Management Plan**' lays down basic procedures for the safe, efficient evacuation of the school buildings. These procedures will be followed by all pupils including children with specific needs. Staff will ensure that all children are safely out of the building. Staff are aware of children with certain disabilities and their responsibilities regarding evacuation. Care plans are put in place for children with medical needs. Each plan has an exit strategy for emergencies. The plans are given to new/supply staff on arrival at the school.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils, with disabilities, should, as far as possible have access to a full and broad curriculum, similar to that followed by their peers. In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom layout used can be altered to facilitate access and learning. The school's policies on Teaching and Learning and SEND/Inclusion incorporate advice for teachers on supporting disabled pupils. The school has an on-going programme of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with physical needs, sensory impairment, specific learning difficulties etc. is carried out as required. As part of all learning children are reminded of the school 'RESPECT' ethos and the rights they have. Morning and afternoon clubs reflect the ongoing need for all our children with any adaptation made. Clubs are held in the morning, dinner time and after school – this helps children, who have other after school commitments, access extracurricular activities at a time to suit them.

Informal Curriculum

St. Ann's Primary School is committed to ensuring that pupils with a disability can participate fully in the wide range of activities offered beyond the classroom. This includes

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are carefully planned for. The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials or other alternatives (language translation) would be made available when required.

This document has been put together by the SEND team including business manager and the SEND Governor
Revised and revised (8.6.23)