

# Endon Hall Primary & Nursery School

'Learning together and having fun'



## Disability Equality Scheme and Accessibility Plan

Reviewed: Nov 2015, Nov 2016 & Nov 2017 Nov 2018

Review date: Nov 2019

### Executive Summary

#### 1. The purpose and direction of the school's scheme

To show how the school is going to meet the duty to promote disability equality for disabled pupils, staff, parents and visitors.

#### 2. The Disability Equality Duty

The duty requires schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Equality Act 2010
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled pupils
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

The duty applies across schools' duties:

- To disabled pupils
- To disabled staff
- To disabled parents / carers and other users of the school

#### 3. Involvement of disabled pupils, staff and parents

In development of the scheme the following are to be interviewed (when applicable and appropriate) to gain their views in relation to barriers they face and methods of overcoming these barriers.

- Disabled pupils
- Disabled members of staff
- Disabled users of the school

#### 4. Information gathering

Information about disabled people will be gathered through the following means:

- Pupil admission information
- Parental questionnaire
- SIMs.net data sets
- SEND reviews
- Recruitment process
- Staffordshire County Council / Entrust Access Officer

Achievements of disabled people will be gathered through:

- Data analysis
- Records of achievement
- Well Done Assembly / awards for achievement / certificates etc.

Information is gathered as part of the school's self evaluation process and is used to inform future plans and schemes

## **5. Impact assessment**

The impact of all school policies and practice on disability equality will be assessed at the time of review with the Governing Board.

## **6. Main Priorities**

Following examination of the information gathered the priorities for development will be set out in an action plan (see pages 4-15) to address areas of potential discrimination under the Equality Act 2010.

## **7. Making it happen**

Implementation

The action plan will include

- Clear allocation of lead responsibility
- Clear allocation of resources
- An indication of expected outcomes or success criteria
- Clear timescales
- A specified date

Evaluation will be through the appropriate Governor committee.

## **8. Publication**

The scheme will be available on the school website and upon request.

## **9. Reporting**

The school will report on the scheme annually via the school website.

## **10. Review**

The scheme will be reviewed and revised as necessary (and on a 3 year cycle).

### **Disability Provision from September 2017 onwards**

- Disabled toilet (installation to be reviewed annually in line with latest standards)
- New pupil toilets meet latest standards
- Ramp access (installation) to the classrooms to be reviewed annually
- **Healthy Schools Health Check achieved**
- Working towards full Healthy School status
- Appropriate and specific intervention programmes for SEN pupils
- Class Support and School Support in place for SEN pupils
- Staff training on writing **Pupil Plan** objectives and implementation of plans
- Escorts on educational visits / residential as appropriate to ensure equality for all
- **1:1 support for pupils with EHCP plans**
- **A touch typing programme and additional monitor**
- **Full Dyslexia Friendly status achieved**

## **Check list for school Headteacher and Governors**

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Is information collected on disability with regard to both pupils and staff? Is this information used to improve the provision of services?

Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?

Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?

Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?

Does the school take part in annual events such as Deaf Awareness/Dyslexia Friendly week to raise awareness of disability?

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?

Are procedures for the election of parent governors open to candidates and voters who are disabled?

### **Appendix 1 - Disability Equality Scheme Action Plan**

This outlines the steps the school will take to meet the Duty.

The Action Plan highlights the priorities and the specific outcomes we wish to achieve in order to make practical improvements to equality for disabled people, how we will measure performance against these outcomes and the timetable we wish to achieve them in.

The action plan also includes the priorities of disabled people consulted.

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## **Disability Equality Scheme Action Plan and Accessibility Plan (2014 – 2017 / 2017 - 2020)**

Endon Hall Primary & Nursery School will take the following actions to inform our Disability Equality Scheme and under the following aspects of the General Duty:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the Equality Act 2010;
- 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.

## DES Action Plan Priority 1: Consultation with disabled Stakeholders

| Objectives  | Resources   | Key Actions  | Completion  | What impact will we see   | How will we measure the impact   | Annual review comments   |
|---|---|--|---|---|--|--|
| <p>Initiate consultation with disabled pupils, staff, parents and the community to inform the scheme of disabled people views, needs and promote a positive attitude to disability. Ensure consultation is on a timely basis.</p> | <ul style="list-style-type: none"> <li>• Disabled Pupils</li> <li>• Staff</li> <li>• SEN Co-ordinator</li> <li>• School Council</li> <li>• School Newsletter</li> </ul> | <ul style="list-style-type: none"> <li>• Create and distribute staff consultation survey - April 2015</li> <li>• Consultation with School Council - April 2015</li> <li>• Consultation with parents via School Newsletter</li> </ul> | <p>Initial set up complete by Sept 2015</p> <p>Consultation to be ongoing</p> <p>Summer 2016 and annually</p> | <p>Several consultation methods available to the school and opinions, needs and feedback on school services is achieved</p> | <p>Reasonable adjustments based on consultation and feedback gained on the impact of any adjustments</p> | <p>Staff well-being survey distributed Summer 2015. Staff well-being survey re-distributed and results analysed (Jan 2017). Working group formed Sept 2018. Staff Equality Survey issued and completed Oct 2018.</p> <p>SENCo to meet School Council Sept/Oct 2016 - achieved. SENCo to work with School Council Coordinator (AC) to review progress made over last year following Pupil Voice consultation. Completed Nov 2018 - summarised, compared to previous consultation and next steps suggested.</p> <p>Parent consultation distributed Autumn 2016. Achieved. To be repeated in Autumn 2017 and compared to previous data, SENCo to analyse. Completed, qualitative data received and individual actions responded to - Autumn 2018.</p> |

## DES Action Plan Priority 2: Collecting and analysing information and data

| Objectives   | Resources  | Key Actions  | Completion              | What impact will we see  | How will we measure the impact   | Annual review comments   |
|--|--|--|-------------------------|--|--|--|
| Identify on admission pupils with disabilities   | Admissions forms and information and the SEN register              | Modify Admissions forms as necessary for Sept 15 intake  | Sept 2015               | Disabled pupils are identified   | Data evidence  | Achieved – in place (Sept 2015).<br>Updated re GDPR – May 2019.  |
| Create a data set to monitor performance and progress of disabled pupils   | Data Manager   | Data set to be created   | Autumn 2015             | Disabled pupils' performance is monitored and used to identify any barriers  | Data set and regular monitoring highlight barriers                                       | Tracking in place.<br>Case studies in place and updated termly.  |
| Monitor transitions and exclusions for evidence of over-representation of disabled pupils  | Data Manager   | Set up monitoring system to identify any links to disability and analyse termly  | Autumn 2015             | Any links to disability are identified and analysed to highlight barriers  | Monitoring is evident and any highlighted cases investigated                             | Exclusions monitored (ongoing) and reported to LA annually.  |
| Work with pupil consultation groups/School Council to collect and analyse qualitative data on participation                                  | Pupil consultation group   | Convene pupil consultation group on a timely basis   | Summer 2016 and ongoing | Disabled pupils needs are analysed so reasonable adjustments can be made   | Evidence of qualitative data and reasonable adjustments                                  | SENCo to meet School Council Sept/Oct 2016. Achieved. SENCo to work with School Council Coordinator (AC) to review progress made over last year following Pupil Voice consultation. Completed Nov 2018 - summarised, compared to previous consultation and next steps suggested.                             |
| Collect and analyse qualitative data on staff opinions on equality   | Staff consultation survey  | Create and distribute staff survey and analyse the results   | Summer 2015             | Staff information is used to inform on service delivery and equality   | Evidence of survey and any subsequent reasonable adjustments                             | Staff well-being survey distributed Summer 2015.<br>Staff well-being survey re-distributed and results analysed (Jan 2017).<br>Working group formed Sept 2018.<br>Staff Equality Survey issued and completed Oct 2018.   |
| Collect qualitative data as far as reasonably practical to identify parents with disabilities by providing opportunities for them to consult | School Newsletter, website, parents, governors, School Prospectus. | Place article in the School Newsletter and website for parents and governors to promote the Disability Equality Scheme | Autumn 2016             | Disabled parents' opinions and needs are highlighted and reasonable adjustments made to ensure equality and access to services | Articles and involvement of parents to inform service delivery and access to information | Advertisements for SEND Family Partnership and signposting to SEN info on website to be added to newsletters on a monthly basis. Signposting for parents to be made available in different formats (website, text, newsletter) to provide opportunities to consult. SENCo to organise. In place Autumn 2018. |

**DES Action Plan Priority 3: Develop support and social relationships between disabled and non-disabled people**

| Objectives   | Resources  | Key Actions  | Completion   | What impact will we see   | How will we measure the impact   | Annual review comments  |
|--|--|--|--|---|--|---|
| <p>Encourage representation of disabled pupils within the School Council</p> <p>Develop whole school awareness of disability</p> | <p>Student Council and pupil consultation group</p> <p>Assemblies, staff training sessions, disability awareness weeks, PHSE</p> | <p>Encourage disabled pupils to take part in elections and facilitate liaison between the School Council and pupil focus group</p> <ul style="list-style-type: none"> <li>• Arrange staff training session</li> <li>• Organise awareness assemblies</li> <li>• Promote disability equality week from a whole school perspective</li> <li>• Look at inclusion of disability and equality in PHSE</li> </ul> | <p>September 2015</p> <p>January 2015</p> <p>January 2015</p> <p>Ongoing</p> <p>April 2015</p> | <p>Disabled pupils are represented within the School Council and can highlight needs and feedback as well as ensure their voice is heard from a whole school perspective</p> <p>Awareness of disability is gained by the school population, and positive attitudes towards disability are actively promoted</p> | <p>Disabled representation is evident within the School Council</p> <p>Participation in disability awareness, positive feedback from consultation groups</p> | <p>Equal process for all to nominate. Democratic voting undertaken (Sept 2015). Repeated annually.</p> <p>Good to be Different Week (Summer 2015).</p> <p>Working towards Healthy Schools Health Check (Summer/Autumn 2015). Health Check status granted (Summer 2017).</p> <p>Working towards full Healthy Schools Status (Sept 2017 – July 2019).</p> <p>Dyslexia Friendly week (Nov 2015).</p> <p>Dyslexia Awareness Week Oct 2016 ('No Pen Wednesday').</p> <p>Dyslexia Awareness Week 02 Oct 2017.</p> <p>Dyslexia Awareness Week 01 Oct 2018.</p> |

|  |   |  |                  |  |                             |  |
|--|---|--|------------------|--|-----------------------------|--|
| <p>Create a network of support for disabled pupils who are new to the school</p> | <p>Pupil consultation group, School Council</p> | <p>Upon admission to the school assign a 'buddy' who has experience of disability to mentor new pupils</p> | <p>Sept 2015</p> | <p>Pupils who are new to the school will feel supported and adjust to life within the school quickly</p> | <p>Feedback from pupils</p> | <p>Staff well-being survey distributed Summer 2015. Staff survey to be repeated (but with further focus on equality) Nov/Dec 2016. Achieved. To be repeated in Dec 2017 and data compared. Staff Equality Survey issued, completed and summarised - Nov 2018.</p> <p>Advertisements for SEND Family Partnership and signposting to SEN info on website to be added to newsletters on a monthly basis.</p> <p>Ongoing</p> <p>Pupil advocate role introduced (Jan 2017) to support pupils and families new to the school, including process for induction with feedback from pupils and parents.</p> |
|--|---|--|------------------|--|-----------------------------|--|

**DES Action Plan Priority 4: Publicise and promote the schools Disability Equality Scheme and efforts to ensure equality for the disabled**

| Objectives  | Resources  | Key Actions  | Completion   | What impact will we see  | How will we measure the impact | Annual review comments  |
|---|--|--|--|--|--------------------------------|---|
| <p>Ensure efforts to promote disability equality are publicised on a timely basis</p> | <p>School Newsletter<br/>School website<br/>Prospectus<br/>Admissions info<br/>Headteacher's reports</p> | <ul style="list-style-type: none"> <li>• Include articles such as disability awareness week / PHSE topics in the newsletter</li> <li>• Publish the DES on the school website when it is fully developed</li> <li>• Include a statement on disability equality and how the school can help within the prospectus and admissions info</li> <li>• Ensure recruitment information contains information on disability equality</li> </ul> | <p>April 2015</p> <p>July 2015</p> <p>April 2015</p> <p>Jan 2015</p> | <p>The school's positive attitude towards disability is promoted to all stakeholders</p> |                                | <p>Recruitment and Retention Policy in place (March 2014) and reviewed July 2016.</p> <p>Policies on website (Oct 2015).</p> <p>SEN Information report updated annually and on website.</p> <p>Dyslexia Awareness Week Oct 2016 ('No Pen Wednesday').</p> <p>Dyslexia Awareness Week 2017 – 2<sup>nd</sup> Oct.</p> <p>Dyslexia Awareness Week 2018 – 1<sup>st</sup> Oct.</p> |

## Endon Hall Primary School Accessibility Plan (2014 – 2017 / 2017 - 2020)

***Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services***

| Objectives  | Resources                  | Key Actions                             | Completion | What impact will we see  | How will we measure the impact    | Annual review comments  |
|---|----------------------------|---|------------|--|-----------------------------------|---|
| 1. Modify key areas of the school to ensure accessibility to all areas                      | Access funding if possible | Install relevant aids in priority areas | Sept 2016  | Improved access to all areas of the building in line with Building Regulations & Equality Act Legislation. | Feedback from consultation groups | <p>Rated as fully accessible by Staffordshire County Council 2017.</p> <p>Yellow strips in place around school site to support pupils with VI's.</p> <p>Weighted doors loosened to support pupils with physical difficulties.</p> |
| 2. To continue to review there is adequate provision of welfare facilities for the disabled | Access funding if possible | Adaptations to existing toilet          | Sept 2016  | Use of disabled toilet   | Feedback from consultation groups | New staff toilet DDA compliant (Summer 2015).   |

***Increase the extent to which disabled pupils can participate in the school curriculum***

| Objectives  | Resources  | Key Actions  | Completion              | What impact will we see  | How will we measure the impact   | Annual review comments  |
|---|--|--|-------------------------|--|--|---|
| 1. Enable all disabled pupils to access classrooms and equipment by considering classroom layout and specialist furniture and equipment | Access funding if possible from specialist equipment providers     | Where appropriate review classroom furniture set up and ensure access is available to the disabled where reasonable adjustments can be made<br><br>Consider the need for adjustable tables and other specialist equipment for all subjects | Sept 2016               | Increased access to the curriculum by ensuring full access around classrooms and to all equipment for the disabled and by ensuring full participation in all areas of the curriculum where safety is not put at risk. Participation and performance levels of disabled pupils may increase as a result | Disabled pupils performance data, feedback from consultation groups              | Rated as Amber by Staffordshire County Council 2017, SENCo consulting to establish further areas of improvement.<br>Updated to Green rating following consultation.   |
| 2. Develop staff awareness on participation and ability of disabled pupils  | SEN Support Awareness Training. Individual Pupil consultation      | Arrange staff awareness training (linked with DES) and consultation with disabled pupils to fit activities to their needs<br><br>Ensure suitable teaching support for teaching staff and disabled pupils                                   | Jan 2016<br><br>Ongoing | To develop understanding of particular disabilities and be able to reasonably adapt teaching methods or activities to suit the needs of disabled pupils.   | Pupil consultation feedback; Performance data; Staff consultation survey results | Link established and project underway (Marshlands Special School) Autumn 2015.<br><br>Dyslexia Friendly School status achieved (Summer 2017). Full Dyslexia Friendly status achieved (September 2018).<br><br>Staff CPD programme in place and delivered by SENCo. Ongoing. |
| 3. Ensure educational visits are accessible to all disabled pupils where this does not contravene safety                                | SEN support Individual Pupil / parent consultation Trip organisers | Ensure that planned visits are assessed for their suitability for disabled pupils involved and provision for inclusion is made and a risk assessment is carried out  | In place for Jan 2015   | Inclusion for all disabled pupils on visits where safe and adequate support is provided for them to take part fully  | Pupil consultation feedback, staff survey feedback                               | All visits risk assessed via EVOLVE (ongoing).<br><br>1:1 risk assessments in place. Ongoing.   |

**Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled**

| Objectives   | Resources   | Key Actions  | Completion               | What impact will we see  | How will we measure the impact   | Annual review comments |
|--|---|--|--------------------------|--|--|------------------------|
| Ensure that all school information can be made accessible to disabled as far as reasonably practical | ASSIST contacts for Braille and sign language.<br><br>Reprographics for enlarged print<br><br><a href="http://www.staffordshire.gov.uk/education/ASSIST/home.aspx">http://www.staffordshire.gov.uk/education/ASSIST/home.aspx</a> | Ensure the provision of enlarged text documents upon request within a reasonable timeframe.<br><br>Make contacts through the ASSIST in order to have the provision of sign language interpreters and translation services for Braille or Audio descriptive texts upon request by disabled people within a reasonable timeframe | On going<br><br>Jan 2015 | All disabled stakeholders can access relevant and appropriate school information within a reasonable timeframe | Evidence of requests and successful supply – consultation group feedback | Ongoing                |

**ORDER OF PRIORITIES**

- 1 PROMOTE DISABILITY EQUALITY ON WEBSITE
- 2 DISABLED TOILET
- 3 SPECIALIST EQUIPMENT
- 4 HEARING MICROPHONES