

# ST LUKE'S CE PRIMARY SCHOOL DISABILITY EQUALITY AND ACCESS PLAN

April 2017 - April 2020

## 1 Introduction

- 1.1** From 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”.
- 1.2** Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA.
- 1.3** The governing body duties covered by this plan are:
- 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.
  - To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
  - To prepare and publish a disability equality scheme and access plan to show how they will meet these duties.
- 1.4** This Disability Equality and Access Plan sets out how the Governing Body will promote equality of opportunity for disabled people and will increase access to education in the three areas required by the DDA planning duties:
- 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 the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

## 2 Vision and Values (purpose and direction of the Plan)

- 2.1** In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all members of our school community to feel that they are valued.
- 2.2** The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

2.3 This vision is reflected in the school's aims, which underpin all we all do in school:

St Luke's CE Primary School aims to work in partnership with our parents to:

- Strive for excellence and celebrate achievement in all aspects of school life
- Value all individuals through inclusion, tolerance and self-respect
- Reflect the Christian foundation of the school in all that we do
- Provide a creative and relevant curriculum for all, within a safe and stimulating environment
- Foster independence and a love of lifelong learning

### 3 Information Gathering

3.1 The process of establishing just who makes up our disabled population is not easy. Following training with all staff (Nov 2007) re Disability Equality and the Disability Discrimination Act, information about staff disabilities and their individual needs was collected via questionnaire. 12% of those willing to share the information (91% return rate) declared themselves to have a disability, and some useful comments were made regarding ways in which school could help. These comments have been incorporated into the three-year plan. For employees appointed after this date, this information has been sought at the appointment stage.

**In April 2017, .....**

3.2 Pupil information and parents' information is collected by questionnaire as part of the home visit made by Foundation Stage staff, with new families to school in year groups beyond Reception being asked for the information as part of the admissions form.

**In April 2017, .....**

### 4 Impact Assessment

The SENCO monitors the following aspects with reference to disabled pupils:

- Attainment
- Progress
- Participation in the curriculum
- Attendance, including exclusion
- Participation in extra-curricular activities

### 5. Promoting Equality

#### 5.1 Promote Equality of Opportunity

This school promotes equality of opportunity for disabled pupils, staff and parents. Our Disability Equality and Access Plan attempts to consider every aspect of the life of the school and take account of the views of disabled pupils, staff and parents in identifying priorities.

The school has an excellent record in terms of participation in extra-curricular activities by disabled pupils and inclusion re school visits, including residential visits.

## 5.2 Eliminate Discrimination

Through the interrogation of data, we aim to eliminate discrimination. The school carefully monitors

- pupil attendance and punctuality
- achievement
- exclusions
- participation in extra-curricular activities
- participation in parents' meetings/events

If it is felt that a disability may be the barrier to achievement or participation in any way, parents are contacted to discuss the matter. An example of a reasonable adjustment in this area is the offer of parent-teacher meetings to be held in a parent's home where they are physically unable to leave the house.

## 5.3 Eliminate Harassment

National statistics reveal that the incidence of reported bullying is far higher amongst the disabled population group. St Luke's takes very seriously any allegations of bullying amongst both pupils and staff, and governors are annually informed of the numbers of such incidents. The school includes on its bullying report form whether the incident is motivated by race, sexual orientation or disability.

## 5.4 Promote Positive Attitudes

St Luke's aims to ensure that the images of disability that it portrays are positive ones. Curriculum content and teaching resources were audited as a starting point and new purchases take account of the need to portray positive images.

## 5.5 Encourage Participation

The school has reviewed all aspects of school life and identified barriers that may limit the participation of disabled people.

One way in which we have encouraged participation is by targeting pupils to attend certain extra-curricular clubs. The target group is invited to join, with other pupils offered places if any remain. Clubs are offered at lunchtime as well as after school to enable more pupils to participate.

## 5.6 More favourable treatment

It is clearly understood at St Luke's that many of the reasonable adjustments made for disabled pupils may involve more favourable treatment. For example, eating times may be more flexible for diabetics and others, when children without a disability must stick to the published schedule; children with ASC might be offered an indoor activity at breaks/lunchtimes when the noise of the playground is too much for them.

## **6 Increasing Accessibility**

### **6.1 Increasing the extent to which disabled pupils can participate in the school curriculum**

Information gathering showed our main disabilities to be dyslexia and ASC. Several pupils in each cohort are dyslexic to some degree. Whole staff training and participation in the Dyslexia Friendly Schools initiative helped to set targets in this area. Several pupils are diagnosed with ASC and increased accessibility for these pupils has included the whole-school use of visual timetables and other strategies designed to aid organisational skills. Drop-in advice clinics organised by the SENCO allow staff to bring up concerns about individual pupils and to discuss possible strategies to increase participation.

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

Whilst the school has several suitability issues arising from its increased roll and its old building, the premises are well-adapted for use and accessibility by disabled pupils. Ramps have been put in place, accessible toilet facilities are more than adequate, hoists are in place in the therapy room and hygiene room. Recent further improvement made in this area includes additional parking for blue badge holders and tonal contrast painting for railings and entrances and nosing of steps.

### **6.3 Improving the delivery to disabled pupils of information that is provided in writing to pupils who are not disabled.**

The school will ensure that disabled pupils, parents and staff have access to the same information as everyone else. Information will be delivered:

- Within a reasonable time
- In a way which takes account of their disability and any preferences they express

Information to pupils includes homework, worksheets, teacher feedback including marking of work, notices and tests. Information to parents and staff includes news bulletins, minutes of meetings within school, school prospectus, admissions forms and school policies. The majority of information is now sent out electronically, via email or App, allowing parents to access it in a way that is most convenient to them.

Information will be available in a range of different formats according to need. Written teacher feedback will be shared verbally and homework instructions will be enlarged or audio-recorded if necessary.

## **7 Implementing, Publishing, Reporting and Reviewing the Plan**

**7.1** In line with requirements, the school will implement the actions within this scheme within three years.

**7.2** The timescale for implementation can be seen in the planning grids, beginning on p6. These planning grids ensure that the action plan is explicit, with an allocation of lead responsibility for every target and the governors committee that oversees the progress made, enabling it to be accessed as a working document.

- 7.3** Hard copies and electronic versions of the scheme are available from the school office. Tel 01704 872692 or email [admin.stlukesformby@schools.sefton.gov.uk](mailto:admin.stlukesformby@schools.sefton.gov.uk) . The plan is also published on the school website [www.stlukes-formby.co.uk](http://www.stlukes-formby.co.uk) under key information / additional needs.
- 7.4** Reviewing and Revising: During the three-year period, the plan is reviewed annually by each of the sub-committees of the governing body and revised if necessary. Progress will be reported to the full governors at the June meeting each year. A full revision takes place every three years. The Governing Body's Premises, Health and Safety Committee is responsible for overseeing the plan.

## Action Plan

Time Scale	Targets	Strategies	Responsibility	Resources	Success Criteria
Year 1 (Year 3 previous plan)  By July 2017	Improve the physical environment for physically disabled pupils/staff	Extend flagging and install ramp to access the music room	SITE MANAGER <b>PHS committee</b>	£2000 approx	Wheelchair users can more easily access this external building
Year 1 (Year 3 previous plan)  By July 2017	Improve access by ensuring safe evacuation of disabled pupils in the case of fire	Improve signage re most expedient wheelchair friendly exits	SITE MANAGER <b>PHS committee</b>	Cost tbc – school budget	All disabled children and staff working with them are safe and confident in the event of a fire
Year 1 (Year 3 previous plan)  By July 2017	Improve internal circulation for wheelchair users	Replace corridor coat pegs with lockers as falling coats/trailing bags create a hazard	SITE MANAGER <b>PHS committee</b>	£1500 per year group; Rec, Y1, Y2, Y3 and 1 x Y4	All disabled children and staff / visitors can safely and freely access the corridors

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<b>Annually –</b>	Promote positive attitudes	Ensure teaching resources continue to promote positive images of disability	Subject co-ordinators <b>CC committee</b>		Resources in each curriculum area portray positive images of disability Pupils demonstrate positive attitudes towards disability
<b>Annually -</b>	Promote positive attitudes	Ensure images of disabled pupils enjoying and achieving at school continue to be portrayed on the website	DHT <b>CC committee</b>	No additional cost	Website will include positive images of disabled pupils. Prospective pupils/parents develop positive attitudes towards disability and better understand the schools ethos of inclusion

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<p><b>Annually -</b></p>	<p>Eliminate discrimination</p>	<p>Interrogate data to monitor, with specific reference to disabled pupils, parents / carers</p> <ul style="list-style-type: none"> <li>• pupil attendance/ punctuality</li> <li>• achievement</li> <li>• exclusions</li> <li>• participation in extra-curricular activities</li> <li>• participation in parents' meetings/ events</li> </ul>	<p>SENCO <b>LA committee</b></p>	<p>Designated time from SENCO TLR time (already budgeted)</p>	<p>There will be no significant difference in data related to disabled pupils when compared to non-disabled.</p>
<p><b>Annually -</b></p>	<p>Eliminate harrassment</p>	<p>Interrogate bullying allegations with specific reference to disabled pupils/staff and report annually to governors</p>	<p>HT <b>PHS committee</b></p>	<p>None</p>	<p>There will be no significant difference in data related to disabled pupils when compared to non-disabled.</p>



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<b>Termly -</b>	Monitoring the extent to which pupils with dyslexia and those with ASC participate in the school curriculum	Monitoring to take place to ensure that the strategies implemented via Dyslexia Friendly Schools initiative and ASC training are still being consistently applied across school.	SENCO <b>CC committee</b>	Monitoring time for drop-in lesson obs: 1 x half day per term from SENCO TLR allocation.	Classroom practice consistently reflecting DFS and Autism Friendly strategies. Lesson observations show that needs of dyslexic and ASC pupils are being met.
<b>Annually –</b>	Ensure safe evacuation/invacuation of disabled pupils	Put in place Personal Emergency Evacuation Plans for identified pupils	SENCO <b>PHS committee</b>	SENCO TLR allocation.	All disabled children and staff working with them are safe and confident in the event of a fire / other emergency

## **REPORT TO GOVERNORS**

### **END OF YEAR 1: APRIL 2017**

#### **For PHS Committee April 2017**

Two allegations of bullying this academic year, neither of which relate to disabled pupils as perpetrator nor victim.

All staff working with disabled children are safe and confident regarding means of evacuation in the event of a fire / other emergency.

A further set of lockers purchased to replace coat pegs in corridors.

Y6 staff and Rec staff attended intensive training via Alder Hey for pupils with insulin-dependent diabetes.

Portable ramp being purchased for direct access to music room as the cost of a permanent ramp was prohibitive, bearing in mind implications of planned building work (this includes a ramped exit from the main building towards the music room).

Fire risk assessment carried out with new H&S consultants indicated that wheelchair fire exit signage was not needed as children have individual personal evacuation plans and disabled visitors are given personalised information when necessary.

#### **For CC Committee May 2017**

Resources continue to ensure positive images of disabled pupils are portrayed. For any new resources purchased, the portrayal of disabled people is given consideration in making the decision to purchase, but publishers are much more aware of this these days and it is no longer a difficult issue.

Drop-in observations by SENCo show that DFS/ASC strategies are being used consistently across school: this is very much embedded in the culture of our school now. Induction for new staff includes a session on DFS / ASC and associated strategies from the SENCo.

All teaching staff attended training on ASC/ADhD by a nationally-renowned speaker and we have further adapted some classroom strategies as a result, eg allowing children to come into school from 8.35am, avoiding congestion.

**For LA Committee, June 2017**

Attendance of pupils with SEN is still below that of non-SEN pupils, but there is a medical reason for this in almost all cases. In one case where the sibling a pupil with a disability was also a poor attendee, support has been put in place and this is no longer the case. No significant differences in other data sets.