

WEST SUSSEX COUNTY COUNCIL

**West Wittering Parochial C. E.
Primary School**

Enjoy, Achieve, Aspire



Disability Equality and Accessibility Policy

January 2018

This document is a statement of the aims, principles and procedures at West Wittering Parochial C. E. Primary School. It was reviewed in January 2018. This policy was approved by the Governing Body on February 27th, 2018. It will be kept under annual review.

Introduction

West Wittering Parochial C. E. Primary School welcomes its general responsibilities under the Disability Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This policy sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

School Ethos, Vision & Values

At West Wittering Parochial C. E. Primary School 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. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. 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. Each person is valued as an individual and encouraged to develop positive self-concepts through their own identity and experiences”.

Definition of Disability

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, impairment is to be treated as affecting the person's ability to carry out normal day-to day activities, only if it affects one or more of the following:

mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

Special Educational Needs and Disabilities

Special Needs provision is a very important aspect of West Wittering Parochial C. E. Primary School. When a child is identified as having a special educational need or disability, parents are consulted and an Learning Passport is drawn up to target their learning. We aim to recognise the particular difficulties the child is experiencing and develop strategies to provide additional support. This is overseen by the schools Special Educational Needs Coordinator (SENCo) whose role it is to liaise with teachers and classroom assistants to provide the time, resources and training necessary, that ensures inclusion in classroom activities.

How Disabled People have been Involved in the Policy

West Wittering Parochial C. E. Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Policy. We will involve disabled people in the following ways:

Disabled pupils:

- We will identify our disabled pupils
- We will ensure that we listen to their views in informal settings.
- Any key issues identified by our pupils will be addressed.
- All priorities will be identified and action plans developed.

Disabled staff:

- We will ask all staff to identify any barriers that affect them and how we can plan to overcome them.
- Any key issues identified by our staff will be addressed.
- All priorities will be identified and action plans developed.

Disabled parents/carers:

- We will invite all disabled parents/carers into West Wittering School to discuss their needs.
- All key issues identified by our disabled parents/carers will be addressed.
- All priorities will be identified and action plans developed.

Disabled members of the local community:

- We will invite all disabled regular visitors into West Wittering School to discuss their needs.
- All key issues identified by our disabled users will be addressed.
- All priorities will be identified and action plans developed

Information Gathering

We recognise that our policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- the educational opportunities available to and the achievements of disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:

Pupil Achievement:

Please refer to the policy for Teaching and Learning which details the processes we use for gathering information on pupil achievement.

Learning Opportunities:

Please refer to the policy for Teaching and Learning which details the processes we use for developing learning opportunities and setting individual targets.

Equality of opportunity is available for all disabled students who make a request to work in the school.

Admissions, Transitions, Exclusions:

The school admissions policy, as accepted by the governing body, is the policy as developed by the L.A. Please refer to our Admission information on our website and our prospectus. This document does not permit gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability or social circumstances to be used as criteria for admission. We would encourage parents to share information with us regarding any disability linked to the child/family.

Social Relationships:

The school will encourage positive social relationships between disabled pupils and non-disabled pupils. Opportunities for the children to talk about their disability, if this is their choice, will be made available. In this way barriers due to lack of understanding will be removed.

Employing, Promoting and Training Disabled Staff:

Presently there are no members of staff with a disability. All staff are and will be made aware that they will receive full support and encouragement when seeking advancement in their career. Professional development is important and all staff, regardless of disability, have equal opportunity to apply for any training that they feel will fulfill their needs.

Assessing the impact of our policies

Methods used to assess the impact of our policies will include feedback from pupils with a disability and also their parents and/or carers, monitoring strategies through observation and tracking of pupil progress.

We recognise that all our school's policies have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community.

Reporting

The SENCo or Headteacher will report to Governors about the progress we make on promoting equality of opportunity for disabled people. Our report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

Accessibility Action Plan

Our Accessibility Plan (Appendix C) will be maintained as part of this policy. The checklists in Appendix A and B will be used to inform the action plan.

The main priorities of the Accessibility Plan are for:

- Governors and staff to maintain their awareness of the implications of the Disability Discrimination Act and the Disability and Equality Duty (DED)
- All Teachers to utilise the Equal Opportunities Policy when reviewing all other policies.
- All School Development Plan projects to meet requirements of the Disability Equality Duty
- All teachers, Teaching Assistants and Volunteers to maintain their awareness of the Disability Equality Duty in relation to equality of access to the curriculum, including educational visits and after school activities
- Children's special Educational Needs and Disabilities to be identified, appropriate measures put in place, using expert advice where necessary, to develop the children as independent learners within the bounds of their disability
- The SENCo to monitor the ongoing achievement of any child identified as needing special intervention because of their Special Educational Needs and Disabilities.
- All staff to maintain their awareness about ensuring the accessibility of the physical environment
- Any new work on buildings and outdoor areas to be fully in line with the DED
- Health and Safety audits to monitor accessibility and medical needs and plans to be put in place to make good any deficiencies.
- All school communications to meet the requirements of the DED
- Fire alarm procedures to be audited in line with the DED
- Parents and carers views to be sought in line with the DED

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services. This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture.

Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems. Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In West Wittering Parochial C. E. Primary School, the provision of a special piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education and future population) of the School. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the School might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in School's curriculum. This strand of the planning duty helps to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. Schools will be expected to plan to improve progressively, access to the curriculum for all disabled pupils, although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans ensure that West Wittering Parochial C. E. Primary School is planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities. This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as hand-outs, timetables, textbooks, information about School events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognized symbol system or ICT. This information will be made

available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Current Situation

1. Improving the Physical Environment

Access into school is accessible by wheelchair users via the main pedestrian entrance via the Beach Road. Access can also be gained through the rear gate off Pound Road into the back of the School. All areas within school are accessible by wheelchair users.

At this present time, January 2018, West Wittering Parochial C. E. Primary School has one child with physical disabilities. This child does not need a full time Support Assistant. Presently, this child is independent in moving around school and has no difficulties accessing all areas within school, including outside play areas.

2. Increase the extent to which disabled pupils can participate in School's curriculum.

At this present time, all children at West Wittering Parochial C. E. Primary School access the full broad and balanced curriculum, which is differentiated to their individual needs.

3. Improving access to information

At this present time there are no children that need improved access to information.

Reviewing the Policy

This policy will be reviewed every three years and approved by the Headteacher and SEND Governor. A new action plan will be produced, responding to issues identified through our impact assessments.

Other related School policies:

- Equal Opportunities
- Inclusion
- SEND
- Teaching and Learning
- Behaviour
- Admissions policy/criteria
- School Development plan
- Educational Visits
- Prospectus

Appendix A

| | Review date: January 2018 | Red | Amber | Green |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------|-------|
| 1 | Equal opportunities | | | |
| | Does disability equality have a separate strand in the school's Equality Policy? | X | | |
| | Does the school have a mission statement about promoting disability equality? | | X | |
| | Has the school set up mechanisms to consult with disabled staff, pupils, parents and disabled members of the local community? | | X | |
| | Does the school collect data which identifies the performance and outcomes of disabled pupils? Is it broken down by impairment/disability group to reflect barriers? | | X SEN Reports | |
| 2 | Governance | | | |
| | Are all governors aware of their statutory responsibility to promote disability equality and to produce a Disability Equality Scheme? | | | X |
| | Does the governing body include people who are disabled? | X | | |
| | Are governors meetings and proceedings accessible? | | | X |
| | Does the governing body regularly monitor issues concerning disability? | | | X |
| | Has the governing body consulted with disabled staff, pupils, parents and the local community to impact-assess their policies? | | X | |
| | Does the school have a School Accessibility Plan? Is it reviewed regularly and available on request? | | | X |
| 3 | Teaching and learning | | | |
| | Are staff aware of the National Curriculum Inclusion Statement and is it applied in their planning and teaching? | | | X |
| | Is joint planning time made available regularly during the school day for teachers and support staff? | | | X |
| | Do teachers prioritise the essential knowledge they wish pupils to gain from lessons? | | | X |
| | Do staff use a variety of approaches to suit pupils' diverse learning styles? | | | X |
| | Do staff consider classroom organisation, layout and the use of support to suit different needs? | | | X |
| 4 | Curriculum (disability issues) | | | |
| | Does the curriculum include disability discrimination awareness? | | PHSE | |
| | Does the school ensure disability equality is raised in | | | |

| | | | | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| | PHSE? | | | X |
| | Do disabled pupils feel comfortable explaining their impairment/disability to their peers, including what prejudices they face and how they wish to be treated? | | | X |
| | Are disabled adults from local disability organisations encouraged to address pupils? | | X | |
| | Are the achievements of disabled people displayed in positive ways? | | | X |
| | | | | |
| 5 | Monitoring and assessment | | | |
| | Are disabled pupils identified in school databases, including access needs? | | | X |
| | Do staff know the adjustments that different disabled pupils need (e.g. extra time, scribing or amanuensis)? | | | X |
| | Does a senior member of staff know how to apply for adjustments from the Exam Boards and the range of adjustments available from different Boards? | | | X |
| 6 | Staff recruitment and retention | | | |
| | Does the school take advice from Human Resources with regard to disability equality? | | X | |
| | Does the school make reasonable adjustments to workplace practices, procedures and the working environment? | | | X |
| | Is the school flexible in the requirements made in terms of job content, work patterns and location? | | | X |
| | Does the school design job specifications to focus on what is to be achieved rather than how it is achieved? | | X | |
| | Are disabled staff encouraged to get support from Access to Work (Job Centre Plus)? | X | | |
| 7 | Sickness monitoring and leave | | | |
| | Does the school distinguish between time off arising from an underlying impairment/disability rather than general sickness? | | | X |
| | Does the school allow disabled staff additional time off for treatment for their impairing condition? | | | X |
| | If staff develop a long-term impairment/disability are reasonable adjustments made (such as alternative duties)? | | | X |
| | Does the school vary the duties of disabled staff where necessary as a reasonable adjustment? | | | X |
| 8 | Pupil participation in decision-making | | | |
| | Does the School Council have disabled representatives? | | X | |

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| | Are disabled pupils given positions of responsibility such as playground buddies or mentors? | | | X |
| | Are the achievements of disabled pupils celebrated at assemblies? | | | X |
| | Do disabled pupils have the opportunity to express their views in class forums or discussions? | | | X |
| | Are disabled pupils encouraged and supported in expressing their views? | | | X |
| 9 | Behaviour | | | |
| | Does the school operate a differentiated behaviour policy with reasonable adjustments for disabled pupils with challenging behaviour? | | | |
| | If a differentiated behaviour policy is in place, do other pupils know why? | | | |
| | Does the school train and use peer mentors? | | | |
| | Are pupils with behaviour problems able to self-refer for time-out if needed? | | | X |
| | Are exclusions monitored for disability/impairment on a regular basis? | | | |
| | Are strategies such as Circle of Friends and peer mentoring available? | | | |
| | Does the school use strategies to help pupils deal with conflict? | | | |
| 10 | Anti-bullying | | | |
| | Does the school record bullying and name calling aimed at disabled people? | | | X |
| | Are disabled pupils and adults encouraged to report all such occurrences? | | | X |
| | Have all pupils received training on equality issues? | X | | |
| | Are pupils trained/appointed as 'bully busters' or 'peer mediators'? | X | | |
| 11 | Educational visits and trips | | | |
| | Does the school ensure that all pupils can participate in visits? | | | X |
| | Are all trips planned well in advance so that risk assessments can be carried out and reasonable adjustments made? | | | X |
| | Does the school have information about accessible venues? | | | X |
| | Does the school make available to all staff planning trips the access, medication & personal care needs of pupils on a need-to-know basis? | | | X |
| 12 | School clubs and the extended day | | | |
| | Can disabled pupils attend school clubs or extended day activities? | | | X |
| | Are disabled pupils' transport needs for the extended day taken into consideration? | | | X |

| | | | | |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|
| | Are club and extended day activities planned inclusively? | | | X |
| | Is peer support and collaboration encouraged in these activities? | | | X |
| | Is participation and achievement emphasised rather than attainment? | | | X |
| 13 | Homework | | | |
| | Is homework accessible to all pupils or suitably differentiated? | | | X |
| | Does the school encourage peer support and collaborative learning? | | | X |
| | Is achievement prioritised rather than attainment? | | | X |
| 14 | Health and safety | | | |
| | Do Health and Safety inspections identify risks for disabled people (e.g. slippery floor coverings, strobe lighting, chemicals, allergens, electric drills at the wrong height for a wheelchair user)? | | | X |
| | Does the school have emergency evacuation procedures for disabled people? | | | |
| | Are risk assessments in place where needed for individual disabled pupils? | | | |
| | Are staff suitably trained if they need to carry out procedures such as moving and handling, administration of medicines, personal care or invasive procedures? | | | X |
| | Are pupil aids and appliances correctly maintained and serviced? | | | X |
| | Does the school accident reporting system monitor for impairment/disability? | | | |
| 15 | Medical and personal care needs | | | |
| | Are disabled children and parents consulted about the administration of medicines? | | | X |
| | Do procedures take full account of the child's dignity and discomfort? | | | X |
| | Are sufficient staff trained in the necessary procedures? | | | X |
| | Are all staff aware of what to do in a medical emergency? | | | X |
| | Are disabled people's medical needs treated confidentially, and shared appropriately on a need-to-know basis, with parental permission? | | | X |
| | Is medical training provided when necessary on invasive care and administration of medicines? | | | X |
| | Are risk assessments carried out that are specific to the circumstances of each individual? | | | X |
| | Does the school encourage disabled pupils to administer their own medicines and undertake procedures wherever possible (e.g. insulin injections)? | | | X |

| | | | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------|--|---|---|
| 16 | Sex education | | | |
| | Does the school sex education policy specifically take account of the needs of disabled children? | | | |
| | Is the issue of sexual abuse and the right to say 'no' considered for disabled pupils with learning or communication difficulties? | | | |
| | Are the parents of disabled children encouraged to allow their child to have sex education and to recognise their developing sexuality? | | | X |
| | Are pupils encouraged to respect difference and identity? | | | X |
| | | | | |
| 17 | Complaints procedure | | | |
| | Is the complaints procedure available in a range of formats? | | X | |
| | Does the school seek to resolve issues raised by parents about their disabled children? | | | X |
| | Does the school consult with disabled people or outside experts on disability equality to resolve complaints? | | X | |
| 18 | Premises and lettings | | | |
| | Does the school have an access policy? | | | X |
| | Are access issues given high priority in capital projects? | | | X |
| | | | | |
| | | | X | |
| | | | | |
| | Are evacuation procedures in place for disabled people? | | | X |

Appendix B

| Accessibility Checklist | | Yes | No | Part |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------|
| Review date: January 2018 | | | | |
| 1 | Signage | | | |
| | External signage from road to entrance is clear, well placed | x | | |
| | Internal signage is clear and well placed | x | | |
| 2 | Accessible parking | | | |
| | Accessible parking signed and available for people with disabilities | | X | |
| | Number of spaces | | | |
| 3 | Main entrance | | | |
| | Well signed from edge of school grounds and easily recognised | X | | |
| | Entry systems at correct height, position with sufficient space for a wheelchair | | | X |
| | Floor coverings do not impede access through the door | x | | |
| | Reception counter accessible (height, position of writing surface) | | | X |
| 4 | Circulation: horizontal | | | |
| | Flat access around school along corridors and through doors (internal and external), ie raised thresholds/door sills no more than 15mm total height, any vertical surface 5mm max | x | | |
| | Ramps meet guidelines (gradient, kerbs, handrails, width) | X | | |
| | Adequate corridor width for volume of people | X | | |
| | All doors wide enough for wheelchair users (single clear opening width) | x | | |
| | All doors open without excessive pressure, or magnetically operated | x | | |
| 5 | Circulation: vertical | | | |
| | Handrails on both sides of stairs, continuous around landings | N/A | | |
| | Lift convenient to use (size, controls) | N/A | | |
| | Emergency evacuation procedures for disabled in place for upper floors | N/A | | |
| 6 | Accessible toilet/Hygiene room | | | |
| | Number available | 1 | | |
| | Signage in place | X | | |
| | Adequate dimensions (minimum 2200mm x 1500mm), adequate turning space | X | | |
| | WC and fittings correctly placed (grab rails, washbasin, mirror, light switch, hook) | X | | |
| | Alarm system functions correctly and ready for use | X | | |
| | Colour contrasted fittings etc | | X | |
| | Toilet ready for use at all times (not used for temporary storage etc) | X | | |
| | Hoist facilities available | | X | |

West Wittering Parochial C. E. Primary School – Disability Equality

| | | | | |
|---|------------------------------------------------------------------------------------------------|---|-----|---|
| | Changing bench (height adjustable) | | x | |
| | Shower facilities | | X | |
| 7 | Measures for hearing impairment | | | |
| | Classrooms are carpeted or have appropriate surface | X | | |
| | Emergency systems have visual alarms | | X | |
| | Technical aids (e.g. hearing loop at entrance desk, Soundfield system) in place if appropriate | | x | |
| 8 | Measures for visual impairment | | | |
| | Good levels of natural/artificial lighting | X | | |
| | Blinds/anti-glare glazing where needed | | N/A | |
| | Surfaces are non-reflective | | N/A | |
| | Colour contrasting décor | | N/A | |
| | Stairs, steps, kerbs, level changes colour contrasted (internal and external) | | N/A | |
| | Braille is used where appropriate, e.g. for lift controls (inside and outside) | | N/A | |
| 9 | Additional resource rooms | | | |
| | Quiet distraction-free withdrawal/work area(s) | | | X |
| | Room available for visiting therapists/health care | X | | |
| | Medical room | | X | |

Appendix C

**West Wittering Parochial C. E.
Primary School Action Plan**

| Target | Action Needed | Responsible Person | Timescale | Available Resources | Measurable Impact | Arrangements for Monitoring and Evaluation |
|--------|---------------|--------------------|-----------|---------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | | <p>This Action Plan will be reviewed in March 2016.</p> <p>The emergency pull will be monitored as part of the regular building checks done by the Headteacher and Premises Officer.</p> <p>Emergency pull is installed and working correctly.</p> |