



St Bartholomew's Church of England **Primary School**

Our Vision:

“A school at the heart of the community, which provides an exciting, challenging and supportive learning environment, where every child fulfils their potential.”

Our Mission:

“To provide a high quality, inclusive learning environment which promotes and celebrates high standards of progress and attainment in academic, sporting and creative learning.”

Our Community:

“To maintain positive and effective partnerships between parents, carers and the community, and preserve and develop our religious character through working with the local churches.”

St Bartholomew's Primary School, Quorn

Accessibility Plan 2017 - 2020

Introduction

Duties under Part 5A of the Disability and Discrimination Act require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the Disability and Discrimination Act require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- 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 which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

1.1 The purpose and direction of the school's scheme.

1.1.1 At St Bartholomew's Primary School, we are committed to establishing equality for all students, their parents, staff and other users of the school. This is reflected in our school's vision statement and aims succinctly appraised:

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We are committed to a Caring Ethos, Valuing the Individual,
Promoting Inclusion and Lifelong Learning.

1.1.2 The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- promote positive attitudes towards disabled people

- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

This scheme aims to set out how we will meet these general duties.

1.1.3 This scheme *sits alongside* our Accessibility Plan

1.1.4 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young People, Staff and Parents

1.2.1 Our Disabled stakeholders will be involved in the following ways:

- *A consultative group of disabled pupils, staff and parents will be involved in the review of our policies and procedures.*
- *We will provide parental surveys to give the opportunity for disabled people to disclose their disability. Outcomes from the surveys will be used to identify and address any issues raised.*
- *We will provide and undertake pupil surveys and interviews as part of the normal cycle of self-evaluation. The outcomes will be used to identify and address any issues relating to a child or young person's disability.*
 - *Staff opinion regarding accessibility of work and related areas such as equipment and buildings will be sought during Performance reviews.*

1.2.1 We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person, and therefore always seek to gain the views of both parent and child and act in a sensitive and consultative manner to address any issues arising.

1.2.2 When seeking the views of disabled people, we use their preferred means of communication.

1.3 Gathering Information

1.3.1 Disabled pupils and staff are identified through self declaration, on admission form and staff and pupil input. Data protection legislation will be observed in sharing this information.

1.3.2 Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

1.3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

1.3.4 The information about disabled staff, pupils parents and carers will be used to assess:

- The effect of our policies and practices on the recruitment, development and retention of disabled employees
- The effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

1.3.5 The information about disabled parents and community users will be used to assess:

- The effect of our policies and practices on the involvement of parents in their child's education
- The effect of our policies and practices on the involvement of disabled users in community activities.

1.3.6 Information on staff will be analysed in respect of the representation of disabled people:

- *In all aspects of the work of the school, for example: teaching, teaching support, administrative support;*

1.3.7 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- *Attract a wider field for recruitment, including disabled people*
- *Retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people;*
- *Develop in-house expertise about what disabled staff and/or pupils may require;*
- *Provide positive role models for children and young people;*
- *Bring different life experiences and new skills and perspective to the school; and*
- *Help foster good relations with all employees by showing that everyone is valued and treated fairly.*

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

1.3.8 Information collected about disabled children will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- *Opportunities for disabled learners to take positions of responsibility;*
- *Satisfaction and enjoyment levels across a range of school activities;*
- *Aspirations and ambitions for the future;*
- *Successful transition into the next stages of education, training or employment;*
- *Access to school trips;*
- *Involvement in after school clubs and activities;*
- *Attainment and achievement of disabled learners*
- *Admissions of disabled learners*

1.3.9 Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- *Use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;*
- *Ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements;*
- *Give disabled parents priority when arranging events and meetings e.g. By considering seating arrangements for a school drama production;*
- *Give disabled parents preferential parking rights;*
- *To identify and ensure the needs of young carers are met;*

1.3.10 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- *The representation of disabled people on the governing body;*
- *The accessibility of meetings for disabled governors;*
- *The accessibility of other governors activities.*

1.3.11 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- *Encourage community groups to ensure their activities are accessible;*
- *Give due regard to disabled community users when revising school policies and procedures.*

1.4 Impact Assessment

- 1.4.1 In line with the Disability Rights Commission 2006 guidance, impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.
- 1.4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.
- 1.4.3 As a first step towards assessing the impact of policies on disabled people, the policies of the school will be screened to identify their level of relevance and potentially their impact on disabled people. Policies with a high relevance will take priority for review. (This analysis will be added as Appendix One)
- 1.4.4 A schedule will be written for the review of all policies over the lifetime of this scheme. (This schedule will be added as Appendix One)
- 1.4.5 Our disabled consultative group will be involved at a suitable point in the revision of these policies.

- 1.4.6 The review of school practices should be undertaken periodically to assess impact upon disabled pupils and where relevant other stakeholders (Impact Assessment). Review should identify areas where consultation with our Disability Consultative Group is necessary and appropriate modification should be made to increase accessibility.

Practices assessed will include:

- *Recruitment practices*
- *Teaching approaches*
- *Classroom routines*
- *Registration routines*
- *Homework*
- *Office routines*
- *Communication with staff*
- *Communication with parents*
- *PE*
- *Differentiation of the curriculum*
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This list will be extended as further practices are identified.

- 1.4.7 Issues arising from the impact assessment will be prioritised and added as an appendix to the Action Plan.
- 1.4.8 All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. This will be facilitated by relevant consultation with our Disability Consultative Group
- 1.4.9 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

2: Planning for Action

2.1 Arrangements for the First Action Plan

2.1.1 In line with the Disability Rights Commission guidance, our Action Plan includes information on:

- information gathering mechanisms,
- The mapping of policies and practices and
- How the involvement of disabled pupils and disabled adults can be facilitated.

We will continue to identify and implement good practice through our involvement in training, mentoring and other interactions with our wider SEND and disability support networks.

2.1.2 The priorities for the school's plan are set in the light of:

- The examination of the information that the school has gathered;
- Feedback the school has received from the disabled pupils, staff, parents and the wider SEND support networks who have been involved in the development of the plan; and
- An assessment of the impact of current policies on disability equality.

2.1.3 Urgent action necessary following any review or examination of the information will be added to the action plan before the review date.

2.1.4 In writing our action plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

2.1.5 Our action plan is included as Appendix Three.

2.2 Annual Reporting

2.2.1 Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:

- information gathered during the year
- how that information was used
- action points completed during the year and those that are ongoing.
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Disabled people will be involved in the process.

The Annual report will be published as a separate document

The person responsible for producing the Annual Report is
The Headteacher

3. Implementation

3.1 Implementation, Monitoring and Evaluation of the Action Plan

The implementation of the Action Plan will be overseen by the governing body. A report will be made to the governors each *year* by SENCO

- 3.1.1 A checklist to aid governors is included as Appendix Four.
- 3.1.2 *The Action plan will be dovetailed with the School Development Plan and the Accessibility Plan in order to increase the effectiveness of these.*
- 3.1.3 The evaluation the effectiveness of our Action Plan will be reflected in our discussions with our school improvement partner and with Ofsted when the school is inspected.
- 3.1.4 As part of the New Relationship with Schools, the School Improvement Partners will include in their discussions with schools the attainment of and outcomes for all pupils including disabled pupils. Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our Action Plan.

3.2 Publication of the Action Plan

Our Action Plan will be published online and it *will be available in paper format to anyone on request.*

3.3 Reviewing and Revising the Action Plan

- 3.3.1 As part of the review of the Plan, we will revisit the information that was used to identify the priorities and re-examine the information to assess whether the actions that the school has taken have positively affected opportunities and outcomes for disabled pupils, staff and parents.
- 3.3.2 The review of the Plan will inform its revision
There will be ongoing two way communication with all of the schools disabled stakeholders and SEND networks to identify best practice and implement revisions and improvement to our plan, with the aim of continuously improving the opportunities and integration of our disabled pupils, staff and other stakeholders.
- 3.3.3 The Scheme will be reviewed annually

Mrs J Boston (Headteacher) will be responsible for initiating the review of this Plan.



Appendix One: Policies and their relevance to and potential impact on disabled people. (2017 – 2020)

Policy	Relevance (please tick)			Proposed term for review
	High	Medium	Low	
Inclusion	✓			3 years
Accessibility	✓			3years
SEN	✓			annually (Autumn)



Appendix Two: Procedures and Practices and their relevance to and potential impact on disabled people. (2017 – 2020)

Procedure or Practice	Relevance (please tick)			Proposed term for review
	High	Medium	Low	
Fire Drill	✓			
Off Site Visits		✓		
Recruitment		✓		
Teaching approaches & differentiation	✓			
Classroom routines		✓		
Registration routines			✓	
Homework		✓		
Communication (internal & external)		✓		
Communication (pupils)	✓			
PE		✓		



Appendix 3: Action Plan (2017 – 2020)

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Set up and implement systems to involve disabled people.	JB (HT)	1. Maintain regular communications with the disability consultative group	–	Ongoing	Spring 2018	regular meetings conducted and actions addressed
	JB (HT)	2. Ensure information relating to disability gathered from the induction packs is collated and acted upon	–	Ongoing	Spring 2018	information collated and acted upon
Establish a timescale for the review of policies, procedures and	JB (HT) HT & AHT	subject leaders review and update policies Staff and governors to review policies and practices with disability in mind		Ongoing	from Autumn 2017 and ongoing	All policies updated with disability in mind



Action Plan

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Review systems for information gathering, in order to meet the six general duties outlined in the 2005 Disability Discrimination Act. (i) Admissions, (ii) Exclusions (iii) Education (iv) Curriculum (v) Physical Environment (vi) Written Information	HT / AHT SENCO	Ensure records are available and up to date regarding disabled stakeholders and their needs	SIMS	Summer Term And for new admissions complete by Xmas	Ongoing from Autumn 2017	Register of Disabled stakeholders up to date.
Staff training on identifying SEND pupils	HT)		—	Ongoing	Ongoing and from Autumn 2017	

Action Plan – Updated September 2017



Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Staff to be made aware on what 'reasonable adjustments' may need to be made to create positive learning environment for all disabled groups.	(HT) SENCO	Time from INSET Staff Meeting Time	LA pack	From Sept 2017 and ongoing	On going	All staff aware
Parents, pupils and staff given opportunity to self-disclose disability.	(HT) SENCO	Letters to parents and staff	LA pack- Case studies	Annually and on entry to school	Annually and on entry to school	Register of Disabled completed.
Seek opportunities to introduce disabled people as positive role models E.g. Sport, science, drama	HT & SENCO	Invite people in as good role models for children	Local links / websites	Ongoing from Sept 2017	Ongoing opportunities	Measure impact on children's perceptions
When recruiting new staff state that we actively encourage disabled applicants to apply	SMT & Governors	Ensure it is explicit in paperwork	Recruitment papers	As above	Ongoing from Sept 2017	Staff recruited



Appendix Four: The disability equality duty and the governing body (2017 - 2020)

Questions the governing body may want to ask itself as the 'responsible body' for the school:

<i>Duties to disabled pupils, staff and parents</i>	Yes	No	Evidence
Does the GB receive regular reports on how the school is meeting its duties to: <ul style="list-style-type: none"> disabled pupils¹? disabled staff? disabled parents, carers, governors, other disabled people who use the school or may want to? 			
Disability equality duty: General duty			
Does the GB have regard to the need to: <ul style="list-style-type: none"> promote equality of opportunity for disabled people? eliminate disability discrimination? eliminate disability-related harassment? promote positive attitudes towards disabled people? encourage participation by disabled people in public life? take steps to meet disabled people's needs, even if this requires more favourable treatment? 			
Disability equality duty: Specific duty			
Does the school have a disability equality scheme?			
Did the school involve disabled people (pupils, staff, parents) in the development of the scheme?			
Does the school's scheme show : <ul style="list-style-type: none"> how disabled people have been involved? how information is gathered on the effect of the school's policies on: <ul style="list-style-type: none"> recruitment, retention of disabled staff? opportunities for, achievements of disabled pupils? how the school assesses the impact of its policies, current or proposed, on disability equality? the steps it is going to take to meet the general duty (the school's action plan)? how information will be used to support the review of the action plan and to inform subsequent schemes? 			
Did the school implement the actions in its scheme within three years?			
Does the GB: <ul style="list-style-type: none"> report on its scheme annually? review and revise its scheme every three years? 			

Completed December 2017



Appendix Five: Access to Work (2017 – 2020)

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a deaf or hearing impaired person who may need support at an interview;
- a reader at work, for a blind or visually impaired person;
- special equipment (or alterations to existing equipment) to suit particular work needs arising from a disability; and
- help with the additional costs of travel to work for people who are unable to use public transport.

Access to Work can also pay for a support worker, if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment;
- someone to support communication for a person with a hearing impairment; or
- a specialist coach for a person with learning difficulties.

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- contacting their local Disability Employment Adviser (DEA) through their nearest Jobcentre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your particular circumstances with you;
- looking on the Jobcentre Plus website: www.jobcentreplus.gov.uk



Accessibility Plan (Appendix Six):
Disability Equality Register

Any member of the school community who has a disability that is not minor or trivial and that has lasted longer than twelve months should be included on this register. This disability may be concerned with problems with any of the following: mobility, dexterity, coordination, games, lifting, continence, speech, hearing, seeing, memory, learning, perception of risk etc.

Teacher's Name		Autumn 2017
Child's Name	Nature of disability	Has the disability been confirmed? If yes, name of agency and/or supporting evidence.
Foundation Stage		
Year One		
Year Two		
Year Three		
Year Four		
Year Five		
Year Six		

