



Disability Equality Scheme and Accessibility Plan

**Reviewed Autumn 2022
Review Autumn 2024**

(Health, Safety and Finance)

Introduction

Hemington Primary School is committed to ensuring that all of its employees, pupils and others involved in the school community with a disability are treated equally. We ensure that disabled people are not treated less favourably in any procedures, practice and service delivery.

We will not tolerate any harassment of disabled people, with any form of impairment, including any pupils who are carers of disabled parents.

The governing body is required 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.

The governing body has 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.

What does the term 'Disability' mean?

The Disability Act of 1995 describes disability as “a physical or mental impairment which has a substantial long term adverse effect on a person’s ability to carry out normal day to day activities” (DDA 1995 Part 1 paragraph 1.1). This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act to include:

- People with cancer, multiple sclerosis and HIV, from the point of diagnosis
- People with long-term health conditions, such as diabetes
- People with progressive conditions such as motor neuron disease
- People with learning disabilities
- People with mental health conditions
- People who have mobility impairments
- People who are blind or partially-sighted
- People who are deaf or hearing-impaired

All pupils with SEND and those with long term medical needs are treated as disabled for equality and for the purpose of the Act. This is in addition to all pupils with long term impairments.

The school recognises that disability is not caused by the individuals but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

The school’s strategic priorities, strengths and weaknesses are set out in the school’s Disability Access Plan, at the end of this policy.

General Duties of the school

The Disability Discrimination Act (2006) requires us to have due regard:

- To promote equality of opportunity between disabled persons and other persons
- To eliminate discrimination that is unlawful under the Act
- To eliminate harassment of disabled persons that is related to their disabilities
- To promote positive attitudes towards disabled persons i.e. not representing people in a demeaning way, pretending they don't exist or not representing them anywhere at all.
- To encourage participation by disabled persons in public life. In a school setting this may include respecting the wishes of disabled pupils so that they do not feel obliged to take part in activities in which they would rather not participate.
- To take into account the disabilities of disabled persons, even where that involves treating disabled persons more favourably than others (DDA 2005 S49A)

How we will meet our duties

This policy provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet our specific duties i.e. to produce a Disability Equality Scheme for our school. These priorities include the following:

- Increased access to the curriculum
- Increased accessibility to the physical environment through working with outside agencies and the Asset Management teams
- Increased communication through the provision of information in a variety of ways
- Increased participation of disabled pupils in the life of the school e.g. representing their class/school on the school council
- Use of Makaton signing when required, providing training where necessary
- Increased participation in lunchtime activities, school plays and school visits

Disability equality is embedded in the life of our school.

Involvement of Disabled People in Developing the Policy

Disabled pupils, staff, parents and governors who use the school facilities have been involved in developing the policy. Governors will ultimately be responsible for monitoring the progress of the Disability Access Plan after feedback from the SENDCO. The needs of parents with disabled pupils, along with feedback from outside agencies enable us to set targets for the achievement of access arrangements through short, medium and long term goals.

Developing a Voice for Disabled Pupils, Staff and Carers

Pupils and their parents and carers are involved in review and transition meetings. Whenever possible we will ask the views of our disabled pupils, bearing in mind their ages which are from 4 to 11 years. We encourage pupils, parents and carers to participate in the life of the school by becoming members of clubs and participating in school visits.

The Governing Body

Governors actively seek the views of parents and carers by sending out parental Surveys and questionnaires in conjunction with the Head Teacher. Outcomes will be analysed to identify any issues relating to disability. Disabled parents/carers/community members are encouraged to become Governors.

Removing Barriers

Where possible all physical, curriculum and information communication barriers are removed. Ramps have been placed in part of school. We are able to access further funding by using the Asset Management team, who respond to the needs of individual pupils.

Disability in the Curriculum including Teaching and Learning

We encourage positive attitudes towards children with disabilities. Children receive differentiated work at their ability level. They are encouraged to participate in all activities e.g. P.E., ICT, music, drama and role play. Other pupils, without a disability, are encouraged to develop positive attitudes to their peers through all areas of the curriculum.

Pupils are assessed like others in school against the National Curriculum and Early Learning Goals, where appropriate. Our school assesses this through an internally developed tracking system. Some pupils, who are working below their key stage expectations will be tracked on p scales or B Squared, a small steps tracing system.

Eliminating Harassment and Bullying

Discrimination, bullying and anti social behaviour will not be tolerated towards disabled pupils, staff, parents/carers or members of the community. Any of the above named occurrences will be investigated fully and the culprits dealt with. No child or adult is to feel threatened in any way. All claims of harassment will be dealt with by the Head Teacher or in her absence the Senior Teacher.

Reasonable Adjustments

At break time the adults on duty often use the skills of our older pupils in making playtime fun and inclusive. Some pupils may have additional support at break and lunchtimes, as well as in class.

On school visits we complete risk assessment. We liaise closely with the outside visits provider e.g. farm.

School Events

Any parent or carer who requires additional help in school should let the school know in advance e.g. British Sign language for concerts and Parents Evenings, sitting closer to the stage for a hearing impaired parent.

Contractors and Procurement

Catering and school staff are aware of any pupils who have food allergies or who may need extra help at lunchtimes. A doctor's letter will be needed to send to the catering team. Cleaning staff are aware of staff disabilities and act accordingly. Training is available for these staff.

Information, Performance and Evidence

Children with disabilities are tracked throughout the year. If a child is also on the SEND register then they may be assessed by outside agencies and school staff. The parents of all SEND pupils have termly SEND Review meetings with the SENDCO and class teachers. Pupils on the SEN register will also have a Target Booklet that sets out learning objectives and their areas of strength and difficulty. This is shared as part of the Review meeting. Pupils with Education Health Care Plans also have annual reviews which are supported by outside agencies. These reviews are submitted to the local authority.

Admissions, Transitions and Exclusions

Children are welcomed to our school no matter what their needs or disabilities. We are aware of children who may be coming to our school through the Early Years Alert scheme and the Educational Psychologist forum. Sometimes pupils arrive unexpectedly at school, in such cases we consult the appropriate agencies to ensure that needs are met and transition runs as smoothly as possible. However referral to outside agencies can only take place with parental consent.

In the end of year in the final review meeting we are able to talk to parents and pupils to plan transfer to a new class or moving to a new Year Group within the same class. Where needs change throughout the year further Review Meetings or Multi Agency Review Meetings may be called. This may also take the form of a Common Assessment Framework meeting (CAF). We liaise with any school/pre-school setting from which the child is transferring and any school to which the child may be moving. TA's are given the appropriate training required to manage the child's needs e.g. up-dates on moving, supporting, dealing with disabilities and toileting a named child.

Social Relationships

Relationships between disabled and non disabled pupils are an important part of school life. We help children empathise with each other through assemblies and the PSHE and SEAL curriculum. Disabled pupils are fully included in all aspects of the curriculum through participation in After School Clubs, playtimes, lunch times, school visits and all sports activities.

Employing, Promoting and Training Disabled Staff

Currently we have no members of staff who are classified as disabled. We are open to any applications from any disabled members of staff, who wish to work at our school. They would undergo the interview process in order to gain employment at our school.

Impact Assessment

The impact of the policy will be reviewed by the Governing Body, following feedback from staff, children and parents. The SENDCO will work with these parties and outside agencies to ensure that the school provides the best access, communication, environment and learning for disabled pupils, staff and parents. The Disability Access Plan (see Appendix 1) is in place and any changes which require funding will be brought to the attention of the Local Authority's Asset Team and to the Finance Committee of the Governing Body.

Review and Monitoring

The Policy will be reviewed every 2 years. The Disability Access Plan will be reviewed every 3 years or whenever a new pupil or member of staff has needs that require immediate changes.

Increasing pupil participation in the school curriculum

Provision and strategies already in place:

- ✓ School clubs, sporting, cultural activities and school visits are accessible to all pupils including pupils with identified barriers to learning and participation. Actions include: risk assessment, provision of additional support/request for parental support and/or resources
- ✓ the school make full use of a range of LA support services, Ashmount outreach teacher, social services, health professionals, Autism Outreach and the wider community
- ✓ the school SENDCO attends SENCO training at local network meetings
- ✓ Provision mapping and pre-key stage assessments in use to track pupils experiencing barriers to learning and participation across KS1/KS2
- ✓ Individual Education Plans (IEPs) in place for SEND pupils, those with Top-Up Funding and those with Education Health Care Plans
- ✓ a range of IT access equipment such as, large key keyboards, lower case keyboards, computer programs and switches can be acquired when needed to support pupils
- ✓ the school has Clicker and adult scribes used across the school
- ✓ pupils are supported as needed by extra time, reader support and/or amanuensis to allow access to tests and assessments

Increasing Participation in school, after school clubs and residential visits				
Targets	Strategies	Outcome	Timeframe	Goals achieved
To ensure that equipment to support individual children is in place when the need arises and places we visit have appropriate facilities.	Check venues for Disabled access and support procedures before booking. Make venues aware of any needs at time of booking.	All pupils will have access to the visits and residential.	As required	School is excellent at working with a range of venues to meet the differing needs of pupils.
To ensure that staff are able to meet the needs of disabled pupils in their curriculum delivery	Staff training is accessed e.g.: in-house training from Physiotherapist, OT and Educational Psychologist and ,off-site training e.g. ASD, etc.	Staff are confident in being able to meet the needs of a range of pupils	As required	Staff access training through Specialist Teaching Services, VI, HI, Ashmount Special School, Forest way Special School and STEP TSA training. School staff have also gained skills and knowledge through working closely with Health Professionals and Educational Psychology. <i>On-going</i>
Common Assessment Framework (CAF) in place	Families are supported through CAF and other multi-agency forms and are flagged up to LA CAF team for additional signposting. Key staff in school are trained- Eimear Davis and Lucy Timbrell to support children with SEND and SENDCo Jennie Wilson to offer advice and support.	Families supported	As required	SEND pupils have a support Action Plan that includes all outside agencies and we work together through CAF or through careful liaison with all parties. Information is delivered through a variety of media <i>On-going</i>

Improving confidence in delivering the curriculum to disabled pupils					
	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To ensure that equipment to support individual children is in place when the need arises	Work with appropriate outside agency to assess child's on-going needs e.g. hearing loop	Pupils' access to the curriculum is ensured through appropriate resources	As required	School has an excellent track record at working with a range of professionals to meet the differing needs of pupils. In the academic year 2021-2022 we worked with Children's Hearing Support, Pediatricians, Oakfield Short Stay School, Educational Psychology, Specialist Teaching Services, Loughborough Learning Alliance, Autism Outreach, Children and Family Services, School Nurse, Health Visitors.
	To ensure that staff are able to meet the needs of disabled pupils in their curriculum delivery	Staff training is accessed e.g.: in-house training from Physiotherapist, OT and Educational Psychologist and ,off-site training e.g. ASD.	Staff are confident in being able to meet the needs of a range of pupils	As required	Staff access training through Specialist Teaching Services, Loughborough Learning Alliance, Forest Way Special School. School staff have also gained skills and knowledge through working closely with Health Professionals and Educational Psychology.
	Common Assessment Framework (CAF) in place	Families are supported through CAF and flagged up to LA CAF team for additional signposting. Key staff in school are trained – Eimear Davis and Lucy Timbrell – DSL and Deputy DSL	Families supported	As required	SEND pupils have a support Action Plan that includes all outside agencies and we work together through CAF or through careful liaison with all parties. Information is delivered through a variety of media

Improving working with parents					
	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To ensure systems are in place to work closely with disabled parents.	Families are supported through CAF and flagged up to LA CAF team for additional signposting. Key staff in school are trained (as above).	Families supported	As required	SEND pupils have a support Action Plan that includes all outside agencies and we work together through CAF or through careful liaison with all parties. Information is delivered through a variety of media

Improving the delivery of information					
	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensure information is delivered in a variety of ways to both parents and pupils	Ensure pupils are placed in the best seating area to see, hear and be given help as required. Ensure they use ICT and other equipment to help them in their learning and access of the curriculum.	Staff are confident in passing on information in a variety of ways	As required	<p>All Interactive whiteboards have been changed to higher resolution interactive TVs to help with visual needs. Sound bars can also have a greater degree of adjustable sound.</p> <p>For some pupils with visual difficulties we enlarge work or use CCTVs and writing slopes. We may also seat hearing and visually impaired pupils near the front at board height.</p>
	Ensure information is delivered in a variety of ways to both parents and pupils	Ensure other staff e.g. midday supervisors, kitchen staff and sport coaches are aware of specific needs for disabled pupils.	Staff are confident in passing on information in a variety of ways	As required	We let coaches, instructors, after school clubs and midday supervisors know about specific needs.

Improving the physical environment

Provision and strategies already in place:

- ✓ all play areas are ramped and accessible by wheelchairs/pushchairs/walking frame users
- ✓ all stairs have handrails
- ✓ all downstairs teaching areas are accessible by wheelchairs/pushchairs/walking frames
- ✓ use of upstairs spaces is considered and amended to ensure disabled pupils have access to “break out” learning space downstairs if necessary
- ✓ every classroom has appropriate flooring and is fitted with blinds following the guidance from Sensory Support at Autism Outreach
- ✓ school alarms have auditory and visual components
- ✓ there are fire escape route signs around school that are clearly visible
- ✓ fire evacuation procedures ensure staff are aware of specific needs of pupils with mobility and/or sensory issues
- ✓ systems are in place for identified pupils to access dining room facilities five minutes early/late to avoid overcrowding if necessary
- ✓ systems are in place for identified pupils to leave classrooms five minutes early to use and aid independent mobility around school if necessary
- ✓ systems are in place to plan for the maximum access on educational visits
- ✓ In the past, the school has benefited from the allocation of LA High Cost Equipment for identified pupils such as specialist seating, specialist toilet chair, rise and fall table, standing frame, walking supports, specialist IT equipment, specialist software, specialist equipment for PE and DT. Access for these items can be gained through Professional Referrals through the Leicestershire LA [Professional referral | Leicestershire County Council Professional Services Portal](#) referral to the Leicester, Leicestershire and Rutland Integrated Care Board.
- ✓ The school already supports pupils with significant barriers to learning and participation with difficulties in the areas of; moderate and specific learning, communication and interaction, social and emotional, physical, hearing and behaviour.

Systems are in place for users to make suggestions about how to further improve access into and around the school

Improving the physical environment					
	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short-term		<ul style="list-style-type: none"> Risk Assessment for individual pupils will take place as necessary 	<ul style="list-style-type: none"> All disabled pupils/adults are able to access dining facilities 	<ul style="list-style-type: none"> On-going 	

Improving the delivery of information

Provision and strategies already in place:

- ✓ all information to parent/carers is jargon free and non-threatening
- ✓ the Admission Form asks parent/carers to identify any access arrangements which they may require
- ✓ TA can use basic Makaton signing but a refresher course would be needed if a child with significant difficulties came to school
- ✓ 1 x Class Teacher fluent in British Sign Language (BSL)
- ✓ Some information to parents/carers can be made available, if required as an audio file
- ✓ Widget Symbols software is available to create resources and information leaflets
- ✓ To ensure that all staff are aware of the issues faced by disabled people

Improving the delivery of information					
	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To ensure that all staff are aware of the issues faced by disabled people	Raise issues in Staff Meetings Analyse data and progress of SEN pupils, refer to safeguarding system (CPOMS) to see if pupils are being treated fairly. Consider disability when reviewing policies.	Each staff meeting	As needed in staff meetings under Health and Safety or AOB	Staff meeting minute notes include these sections
	All information to parents/carers to be made available, if required as an audio recording.	As and when required	School is able to communicate with all parents/carers	On-going and as required	
	Increase pupil voice in review meetings. Annual review has space for children to reflect on their strengths and difficulties according to SEN Code of Practice 2014.	Pupils can speak to adults in school and give their about improvements in their learning and things they want to get better at	Pupil voice through review meetings is strengthened	Ongoing – pupil interviews carried out for all subjects and all aspects of school life.	Pupils are confident to give their opinions on their learning, what can be improved and how it can be improved.
	Inclusive discussion of access to information at Annual Review Meetings	Ask about preferred formats	Each summer term	Annually	

	and CAF if appropriate				
	Ensure staff members with disabilities are supported	Ask for help from HR and H and S Teams if necessary	As required	As required	

Improving the delivery of information					
	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short-term	Ensure that school visits are accessible to all	Inform place of visit or residential of specific needs of individual children	As required	As required	Places of visits are alerted and measures put in place
	Ensure that P.E. curriculum is accessible to all	Consider accessibility and support needed to access all planned sports activities	As required	As required	This is considered when P.E. is planned over the year
	Ensure IT software is available to support pupils	Purchase most up to date Clicker and Widget writer as required	As required	As required	Most up to date Clicker in use
Medium-term	Increase staff skills in use of Makaton	Makaton course for staff to attend, if required	Staff skills are increased	As required	
	Staff to be upskilled in	All staff to	Staff skills are	Summer 2023	

	supporting children with ASD	complete Level 1 unit or equivalent e.g Work closely with LA Autism Outreach team	enhanced		
	Identify parents with disabilities so that we can best support their needs	At admissions meetings ask if parents have any needs	Parents can access school and other places we use e.g. Lockington Village Hall, CDC	On-going	This is part of admissions for any pupils into the school