



Disability Equality, Accessibility & Participation Plan

Date approved: December 2020
Date of Next Review: January 2022



Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.
Governments must do all they can to provide support to disabled children.

This Disability Equality, Accessibility & Participation Plan applies to Wildmoor Heath School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

Our Vision

Valuing diversity is central to achieving the overall aim of Wildmoor Heath School in ensuring that all children are the best they can be within a caring, stimulating environment.

In developing this scheme, we have been reviewed the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be tackled. We will continue to implement the Disability Equality Scheme so that we meet the obligations placed upon us by the Disability Discrimination Act. We continue to use it to make real and tangible changes to how we conduct our business that will make a positive difference to the lives of disabled people. Promoting disability equality in Wildmoor Heath School is a continuous process, being undertaken in partnership with the wider community and disabled people themselves. This plan therefore covers the needs of pupils who may suffer from a disability, including those with specific special learning needs.

Leslie Semper

Leslie Semper
Headteacher

Duty to Promote Disability Equality

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the school has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils;

This plan sets out the proposals of the Local Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled;

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

What do we mean by 'disability'?

The Disability Discrimination Act 1995 definition of a **disabled person is someone who has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities.** This includes hidden impairments, such as mental illness, dyslexia, autism, speech and language, attention deficit hyperactivity disorder (ADHD) diabetes or epilepsy. Substantial means 'more than minor or trivial' and long term means lasting or expected to last twelve months or more.

Disability is said to have an adverse effect if it effects on one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects

- Speech
- Hearing
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, e.g.

- The time and effort that might need to be expended by a disabled child;
- The inconvenience, indignity or discomfort a disabled child might suffer;
- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled;

Discrimination and disabled people face

Disabled people are discriminated against in a number of different ways. These include:

- Discriminatory attitudes;
- A lack of accessible information;
- Inaccessible environments;
- Services that have not been designed to take account of the needs of disabled people;

Our Strategy

Our School Accessibility Plan is designed to remove or reduce any of these discriminatory barriers for disabled people in our school. The plan builds on what we have already done to promote equality for disabled people. Our Accessibility Plan aims to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of our school to increase opportunities for disabled pupils and adults;
- Ensure that disabled children are provided with information in formats that are accessible for them;
- Ensure that cultural diversity is embedded in the curriculum;

Involvement

- Staff regularly work together to discuss ways in which the school can further develop access for all the pupils. Pupils are consulted as to their views; outside agencies gave advice and recommendations;
- The plan is monitored by governors and staff each year.
- The school's anti-bullying and behaviour policy deals with bullying of all types. Discrimination, harassment of disabled pupils will be dealt with in line with this policy and the behaviour policy.

Monitoring the performance of the school

The school uses external and internal data to show progression of all pupils, regardless of disabilities. Positive discrimination is made to enable some pupils (when appropriate) to take SAT tests. Advice is sought to ensure that all pupils are able to move to the most appropriate secondary setting available.

We regularly assess the impact of its current policies and practices on accessibility in order to ensure that they do not have an adverse impact in its disabled stakeholders. The school uses formal and informal methods to gather the views of stakeholders.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM:

OBJECTIVE	TIMEFRAME
To ensure that Individual Education Plans have been completed on a termly basis for pupils with SEN and disability	On-going every term
To ensure that resources are available to meet the needs of pupils with SEN and disability.	On-going every term
To ensure that teachers act on advice given by external professionals (e.g. Sensory Consortium).	On-going
To ensure that teaching and resources are appropriately adapted so that children with SEN and disability can access the curriculum.	On-going every lesson.
To ensure that reasonable adjustments are made to trips and other enrichment activities.	On-going – when trips and activities are organized.
To ensure that staff receive appropriate training to support children with SEN and disability.	Regular training for all staff and specific training as required.

IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

OBJECTIVE	TIMEFRAME
To review classroom allocation in light of physical and sensory needs. Rearrange seating and resources as appropriate.	Annually or when need arises.
Ensure that external steps and other trip hazards to be painted yellow to increase visibility.	Regularly checked.
To investigate the installation of visual fire alarms.	Renewal of fire alarm system or re-build of the school.
To replace Interactive Whiteboards (IWB) with high-resolution touch screens.	As and when IWBs need replacing.
To use contrasting paper/font/ text size and / or books with coloured paper.	As and when required.

To improve disability access across the school.	Consider in all building improvement work and if / when the school is rebuilt.
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IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

OBJECTIVE	TIMEFRAME
To ensure the website is written in user friendly language with as little complex vocabulary as possible.	On-going
Provide information via letter, newsletter, text, e-mail etc as accessible as possible.	On-going
Promote governor/staff vacancies by interviewing anyone with a disability who meets the job requirements.	When vacancies arise.