

DIAL PARK PRIMARY SCHOOL



Disability

Equality

Scheme and Access Plan

2022 to 2026

***“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.*”**

The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place”

Bert Massie
Chairman
Disability Rights Commission

Dial Park Primary School

Disability Scheme and Access Plan

3-year period covered by the plan: **April 2018– April 2021**

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Introduction

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

- not to treat disabled students 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.

This plan sets out the proposals of the 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:

- 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is Dial Park's accessibility Plan showing how we will address the priorities identified in the plan.

1A: The purpose and direction of the school's plan: vision and values

Our aim is that we align to the protected characteristics and ensure that we provide an environment where no one is discriminated against.

We provide opportunities for the continuing development of all pupil's interests and aptitudes, whilst at the same time encouraging the development of independent thought.

We aim at Dial Park School to develop a school community where all are valued as unique individuals and treated with fairness, care and consideration. We work to create a climate of mutual respect and tolerance. Dial Park is ambitious for all our pupils and seeks to remove barriers to the progress of any child.

To achieve our aim of interested, well-motivated, independent learners we ensure our curriculum offers experiences that are well planned, accessible, varied, exciting and of high quality.

Our values underpin this approach and we reward against each of them.

Definition of disability

The disability discrimination duties are owed to all in our school community who are defined by the DDA as being disabled. Under the planning duties, schools and local authorities have a general duty to improve the accessibility of schools for all.

The DDA 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'** (see definition on P4 of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), vision or hearing loss, diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. Also included are all those with long term medical needs. For example, cancer sufferers, HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils, parents and staff are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether 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;
- perception of risk of physical danger.

Disability and special educational needs

Many children with SEND will also be defined as having a disability under the DDA. It is likely that many of the children with SEND, those who have an EHCP or those who have an SEN support plan will count as having a disability. However, not all children who are defined as disabled will have a SEND. For example, those with severe asthma, arthritis or diabetes may not have a SEND but may have rights under the DDA. Similarly, not all children with an SEND will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may not be included as disabled.

Examples of the possible overlap of SEN and DDA disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia Emotional Behavioural Difficulties (EBD - social factors) Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor Impairment (long term) Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Significant Dyslexia Epilepsy Non –verbal ADHD/ ADD Autism EBD (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental Health Issues Disfigurement Eating disorder Lack of limbs Sickle Cell Anaemia Gross Obesity Very Short Stature

1B: Information from pupil data and school audit

We use the school audit information and other internal data to ensure that we have the resources in place to support the needs of every child.

Disabled students currently in school have the following needs:

- Moderate Learning Difficulties (MLD);
- Attention Deficit and Hyperactivity Disorder (ADHD);
- Developmental delay;
- Diabetes;
- Emotional, Behavioural (and Social) Difficulties (EB(S)D);
- Epilepsy;
- Severe asthma
- Hearing Impairment (HI);
- Specific Learning Difficulties (SpLD – including Dyslexia and Dyspraxia);
- Speech Language and Communication Needs (SLCN);
- Visual Impairment (VI)
- Autistic Spectrum Disorders (ASD)

The school's strengths and weaknesses in working with disabled pupils

We have been awarded the Inclusion Quality Mark with Ambassador Status in November 2019. This is a culmination of the all the hard work from the whole school to make us an inclusive school.

All the School staff have experience of working with a wide range of pupils with special educational needs. Training is provided for all staff to raise awareness of the needs and to be able to implement strategies for effective classroom practice in meeting these needs.

Every teacher takes part in pupil progress meetings 3 times a year where children with additional needs are discussed in order for early identification of need to be met and possibly stepped up to a higher level of support from the SENCO. The SEN which accompanies the pupil progress file contains information on each pupil with special needs/disabilities and through SEND support plans outlines their strengths, difficulties and strategies for supporting the pupil in the classroom. This information is updated 3 times per year. Guidance and resources are available in school on how to best support pupils with disabilities. In addition, updated information is issued to staff as appropriate, following SEND Reviews for example. Support staff also have access to this information.

The school subscribes to the LA training for support staff. Further specific training is undertaken as appropriate. There is regular liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the students we support. These agencies include amongst others:

- The Learning Support Service;
- Sensory Support Service;
- Behaviour Support Service
- Speech and Language Therapy Service;
- CAMHS (Child and Adolescent Mental Health Service)
- Psychology Service.
- Therapy Services (e.g. Occupational Therapy, Physiotherapy)
- Ethnic Diversity Service
- The Autism Team

Close links are established between ourselves and Lisburne Primary School (for children with moderate learning difficulties) with whom we share the same site. There is regular sharing of expertise and training. For example during the course of the year pupils from Lisburne come across and share curricular activities. Schools share resources and cultural events together.

Excellent systems are in place to ensure smooth transition from home to school throughout school and from primary school to secondary school. Planning meetings and transfer reviews are held to ensure information is passed on and appropriate arrangements and resources are put in place. The Special Needs Coordinator (SENCo) liaises with parents and ensures they are invited to all reviews.

All pupils follow an exciting and balanced curriculum, appropriately differentiated according to their needs. Disability awareness is taught to our pupils through the curriculum. All our pupils are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits

Four Pyramids for needs are in place to show how Learning Support Assistants (LSAs) and support mechanisms are put into place to support SEN pupils and pupils with a disability. These cover the areas of, cognition and learning, communication and interaction, SEMH (social, emotional and mental health) and sensory and physical. These four areas are replicated on the SEN support plans.

The physical layout of the school presents some difficulties for physical access. In particular it is difficult for less mobile pupils to access the four classrooms on the top floor. There are also 2 flights of smaller steps either side of school that leads to the lower ground floor level. Access has been improved through the whole school refurbishment in 2005. Less mobile pupils have their classes moved to the most accessible rooms. Hand rails have been added to some stairs and to the playground steps to increase safety and access. Disabled toilets are accessible at both upper ground floor and lower ground floor levels.

Areas for Development:

- Monitor how well disabled students are accessing the curriculum, for example: through lesson observations and work scrutiny.
- Addressing accessibility issues as funding becomes available.
- Informing parents of these developments.
- Presentation to Governing Body by SENCO

1C: Views of those consulted during the development of the plan

Children on the SEN register and their parents are invited 3 times per year to make a comment on progress towards their support plan targets. Children who have an EHCP, also have an annual review meeting to discuss any changes to the EHCP. These evaluations seek to establish what is going well and also any concerns or barriers to progress from the child and parent's point of view. Parents also have the opportunity to express their views either in writing or simply verbally at review meetings. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

Areas for development:

- Questionnaire to survey views of all parents, staff, governors and students.
- Analysis of results issued to all.
- Amendments of disability equality scheme and access plan as appropriate as a result of the analysis.
- Liaison with the LA to collect information on the number of disabled people recruited and employed at Dial Park School and analysis of their views and roles.

Making it happen

2A: Management, coordination and implementation

The governing body has responsibility for the school accessibility plan. We will work in partnership with them to ensure the DDA and Protected characteristics are supported throughout the school.

2B Getting hold of the school's plan.

The Disability Equality Scheme and the Accessibility Plan for Dial Park School is available on the website. We have tried to ensure that the plan is readable and free of jargon where possible. We would welcome your feedback if you feel that anything is unclear or if you have any queries.

Areas for development:

- Ensure that all school plans reflect priorities for developing access for disabled stakeholders, including the School Development Plan, Asset Management Plan, Health and Safety Policies and other School Policies.

Dial Park Primary School Access Plan 2022 - 2026

At Dial Park we are committed to an inclusive curriculum and we aim to increase access to the school's facilities for all by:

- a) Increasing the extent to which disabled students can participate in the school curriculum and school life
- b) Improving the physical environment of the school

This Plan is underpinned by the following features of the school:

- There is effective planning and liaison between appropriate school and support services working with individual pupils within school.
- The Special Needs Coordinator (SENCo) is fully released from teaching responsibilities and has sufficient liaison time for agencies, support staff and families.
- A pastoral lead teacher who is non class based for 3 days per week.
- Implementation of the TAS model for Stockport to support all children and families.
- As a school we have high expectations of all pupils. We aim to establish a positive ethos within our school. We aim to adopt a 'problem-solving' attitude in order to overcome barriers to learning for individuals.

- We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all students linked closely to our schools values.
- We have an Equality council who support this end and also promote the protected characteristics.
- We have a robust system in place for transition. This includes gathering and sharing accurate information on the students' strengths, weaknesses and progress trends, together with strategies employed and evaluations of outcomes.

Audit of existing Achievement / Provision

1A Curriculum

We believe that we have made good progress in the following areas:

- Liaison with external services and agencies regarding individual students.
- Using Specialist teachers, LSAs and other support staff to support learning and give pastoral and inclusion support.
- Ensuring that detailed pupil information is given to staff.
- Organising support staff and interventions to cover a mix of curriculum and pupil needs.
- Ensuring that Access Arrangements are made for SATs, (Extra time / Reader/ etc)
- Setting clear, differentiated learning objectives in each lesson and making sure that these are clear to the pupils.
- Undertaking monitoring and target setting across the curriculum for all pupils
- Ensuring that children are involved in target setting and EHCP targets.
- Encouraging and supporting the development of clear, well presented visual aids and displays in many classrooms to support the learning of all.
- Establishing good links with Lisburne Special School so that pupils can move between two schools and receive more focused support for specific lessons.
- Establish a bank of specialist resources available to support specific needs. e.g. sloped writing boards, wobble cushions, specialist scissors, pencil grips etc.
- Ensuring that school visits and trips are accessible for all children.
- Using a range of teaching methods and styles to facilitate access for all pupils.
- Teaching of ECAR – SERI, BRP.
- Language Link in Reception to screen for early speech and language difficulties and tailor support.
- A high adult to pupil ratio in the EYFS and key stage 1 to reduce barriers to learning as quickly as possible using funding from pupil premium.
- Peer supporters and 'buddy' systems to support at social times.
- The acceptance of all ability groups as part of the school community

1B Physical Access

- Limited Wheelchair access to the Ground Floor of our Buildings. Access restricted to one of two ground floor levels without going outside.
- No Wheelchair to the upper floor.
- No space for internal ramping or chair lifts.
- 2 designated Disabled Parking Spaces available.
- Disabled toilets facilities available on both lower floor levels.
- Nappy change facilities available on both ground floor levels.
- Adequate space to meet with parents and carers available.
- Some space for small group work and individual work for targeted learners, (Star room, upstairs bays)
- Development of a physical environment that is safe and welcoming. Each individual may see themselves reflected in displays around the school.
- Carpeting to facilitate favourable acoustics in classrooms and learning spaces.

- Library and Quad used to provide a safe-haven for vulnerable students at social times.
- Handrails on stairs.

Information Access

- Home-school books for pupils.
- Regular contact home.
- Signs designating facilities.
- School website.
- Class dojo system.