

Education Learning Trust

Collaborate · Empower · Achieve



GATLEY PRIMARY SCHOOL

DISABILITY EQUALITY SCHEME AND ACCESS PLAN 2015 - 18

This Disability Equality Scheme and Access Plan sets out our duty to treating disabled people equally. The plan outlines the proposals of the governing body to ensure the best possible access to education for pupils with disabilities in keeping with the Equality Act 2010.

November 2016

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
08.05.2015	2.0	Document reviewed – no changes required by Governing Body	M Hopkinson
21.11.2016	2.1	Document reviewed by Inclusion Manager and Teaching and Learning Committee	V McManus



Gatley Primary School | Hawthorn Road | Cheadle | Gatley | SK8 4NB

Mission Statement

Enjoying Learning and Achieving Together

Introduction

At Gatley Primary school, we are committed to ensuring equality of education and opportunity for disabled children, staff and all those providing and receiving services from the school. We aim to further develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

The Disability Equality Scheme

The purpose of a Disability Equality Scheme is to explain how we will make sure that we promote equality for disabled people and challenge discrimination against them. The school recognises its duty under the Equality Act 2010 where disability is identified as one of the protected characteristics. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

It covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.

The overriding principle of equality legislation is generally one of equal treatment, however, the provisions relating to disability discrimination are different in that schools may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit to the same extent that a person without that disability can.

Definition of Disability

The Act defines disability as when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting or likely to last at least 12 months.

Vision & Values

Gatley Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment, which builds independence progressively across all aspects of school. A broad, balanced and learner lead curriculum provides equal opportunity for all pupils to maximise their potential. We promote positive relationships with parents, governors and members of the wider community.

At Gatley Primary School we aim to promote equality and harmonious relationships, by tackling any form of discrimination. We seek to remove any barriers that may prevent children from accessing, participating, progressing, attaining and achieving in all areas of school life. We seek to remove any barriers to access and participation that may prevent parents and carers being fully involved in the wider education of their child at school. We take seriously our contribution towards community cohesion.

Our Duty

- To prepare children for life in a diverse society in which they are able to identify their place and their rights and responsibilities in their communities.
- We do not discriminate against people with disabilities, and actively challenge any such discrimination.
- Make adjustments to enable people with disability to function with equality in all aspects of the wider school remit.
- We ensure that disabled people in our community are not placed at disadvantage because of our practise.
- We provide for the needs of disabled children, including support and resources, to alleviate, as far as possible, any substantial disadvantage.
- We publish information to demonstrate how we are complying with our duty to ensure equality for children, families and stakeholders where there is disability. (School Offer, September 2014)
- We publish equality objectives (Inclusion, Equality and Diversity Policy, July 2014).

Eliminating Discrimination

At Gatley Primary School we:

- Ensure that access to the curriculum for disabled children is maximised taking into account, and challenging individual needs;
- Ensure that access to the building and physical resources does not limit achievement or cause unnecessary anxiety for any stakeholders;
- Communication is open and understandable for all stakeholders including children in school, parents and wider stakeholders;
- Make inclusion a thread which runs through all our activities;
- Ensure our day to day routines and activities are equally accessible to all in the immediate school community, and do not have any adverse effect on disabled pupils, staff or parents;
- Ensure that disabled people in our extended school community are treated in the same way as others, and equality of access takes into account specific needs;
- Ensure that activities and facilities we provide for wider stakeholders are equally accessible to all.

Making Reasonable Adjustments

At Gatley Primary School we expect all stakeholders to participate and achieve in all aspects of school life, and:

- Provide a secure environment where all our children achieve and flourish within the five outcomes of 'Every Child Matters';
- Provide independent learning with which all individuals are involved, reflected and feel a sense of belonging;
- Regard the needs of individual disabled pupils and take steps to avoid disadvantage;
- Provide support and equipment to alleviate substantial disadvantage;
- Reconstruct routines and activities to take account of the needs of individual disabled people and also those with disability that falls short of the defined timescale (12 months);
- Access support from external services and plan provision founded in day to day assessment by school practitioners and advice from practitioners from external services.

Disability and Special Educational Needs

Some children who are assessed as having SEN will also be defined as having disability under the 2010 Equality Act. Not all children who are defined as disabled will have SEN, similarly not all children with SEN will be defined as disabled.

Information from school audit of pupil data

Gatley Primary School has 467 children on role 41 are on the SEN Register.

Disabled children in school have the following diagnosis by first category:

- ADHD
- Autistic Spectrum Disorder
- Cancer
- Cystic Fibrosis
- Diabetes
- Epilepsy
- MLD
- Significantly delayed development
- Specific learning difficulty
- SALT
- Physical

Disability Accessibility Plan

Statement of intent

This plan outlines the proposals of the governing body to ensure the best possible access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

----- Date:

Headteacher Signature

----- Date:

Chair of Governors Signature

Next Review Date:

APPENDIX A**PLANNING DUTY 1**

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Staff members do not understand the nature of the needs of disabled children	Look at specific areas of difficulty and identify where training is needed.	SENCO Teachers / Headteacher	Summer 2015	Management and teaching staff are aware of the accessibility gaps to the curriculum.	Summer 2016
	Provision of therapists and advisors	Assessment and advice about programmes for individual and groups of children.	External providers Class Teachers LSAs	Ongoing	Class teachers and LSA are informed about how to increase participation for individual children. Progress apparent in standards review.	Termly review
	Staff members need appropriate support to assist children with disabilities.	Training for identified staff	External advisors / SENCO	September 2015	Staff members have the skills to support children with SEND. Expectations raised and challenging targets set. Review impact in standards review meeting.	September 2016

Medium Term	Children with disabilities find it difficult to participate in extra-curricular activities and activities outside of school.	Children's individual needs are highlighted to providers.	Class Teachers and SENCO	Ongoing and as new providers/clubs start.	Children with disability are successfully integrated into extra-curricular activities. All children showing interest are supported.	Ongoing
Long Term	Pupils with SEND are enabled to take increasing ownership of their learning and behaviour strategies	Issues of children with disabilities workshops e.g. focus on specific areas of the school day	Headteacher / ICT Manager / SENCO	Autumn 2015	Pupils with SEND take ownership of behaviour and learning. Staff develop visual strategies to support the children's learning.	Spring 2017

APPENDIX B**PLANNING DUTY 2**

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Needs of disabled children may change or the intake of new children.	Audit of physical environment.	SENCO	As Needed	School review accessibility gaps to its physical environment.	Ongoing
Medium Term	Toileting needs of children may change.	Accessibility of toilets is monitored.	SENCO / School Business Manager	As Needed	Access to toilets is matched to needs.	Ongoing
Long Term	Children with physical disabilities have equal access to school buildings.	Construction work undertaken Where necessary.	SENCO School Business Manager / Building contractors	Summer 2015	School buildings are fully accessible.	Summer 2016

APPENDIX C**PLANNING DUTY 3**

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Some parents are not fluent in their understanding of English.	Important information is shared through the use of interpreters and signers.	SENCO / Class Teacher	Ongoing	School is aware of accessibility gaps to its information delivery procedures for parents.	Summer 2015
	To ensure parents are fully informed of the provision and access arrangements in place to support their child.	To develop a clear provision and access map. To share fully the access plan at review meetings.	SENCO / Class Teacher Class teacher	Termly	Parents are fully informed and aware	Termly
	School will address how to make written information accessible.	School seeks advice from external advisors / translators.	SENCO	Summer 2015	School is aware of local services for converting written information into alternative formats.	Summer 2016
Medium Term	Children with sensory issues can feel overwhelmed with the communication in the learning environment	Provide equipment to prevent auditory sensory overload.	SENCO / Class Teachers	Summer 2015	Children's learning is not disrupted to the same extent by their sensory issues. Children can independently access equipment.	Autumn 2016

Long Term	To develop the use of the VLE for children with learning disabilities.	Children with disability and their parents are encouraged to access the VLE through the introduction of signposting specific content.	ICT Manager / Class Teacher	Following the establishment of a new VLE provider.	VLE is fully accessible.	Summer 2016
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