



Pitmaston Primary School

DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN (DES/AP)

June 2022-2025

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 pupils 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 a set of action plans showing how the school will address the priorities identified in the plan.

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

Pitmaston Primary School is an inclusive learning community, in which all pupils are treated individually, so that they can achieve the best they can, in all areas of the curriculum.

Pitmaston Primary School makes all children feel welcome irrespective of race, colour, creed or impairment. In addition, all staff and governors at Pitmaston have a commitment to equal opportunities for disabled people: pupils, staff, governors, parents, carers and other people who use the school or who may wish to.

Pitmaston is committed to:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

To ensure equity of provision for disabled pupils, staff:

- Will not treat disabled pupils less favourably for a reason related to their disability.
- Will make reasonable adjustments, so that disabled pupils are not at a substantial disadvantage.
- Will contribute to plans to increase access to education for disabled pupils.

Priorities for the development of the vision and values that inform the plan:

1A1: To ensure the vision and values statement is reviewed each year in particular in relation to the DES/AP.

1B: Information from pupil data and school audit

Information from pupil data and the school audit reveal Pitmaston has a number of children who have been identified as having either a learning difficulty, a specific learning difficulty, social, emotional and behavioural difficulties and speech and language difficulties which are substantial and long term, some of whom are included within the DDA definition of disability:

A person is disabled if they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Note: Substantial is understood to be more than minor or trivial. Long-term is understood to mean a year or more.)

As at November 2022 there is 1 child currently identified with a physical impairment at Pitmaston.

Priorities for the development of information from pupil data and school audit to inform the plan:

1B1: To provide all new parents to school with information about the schools duties in relation to disabilities and ask them to complete the LA information sheet.

1B2 To liaise with pre-schools re their access arrangements for children which will then inform planning and arrangements in the Reception setting.

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

Staff at Pitmaston regularly consult with parents about the provision for their children. All children's views, generally, are consulted regularly through Pupil leaders and school councils. However, there are no formal arrangements for consulting with children about their views about provision related to their individual disability.

Priorities for the development of consultations to inform the plan:

1C1: To formally collect the views of all children about provision related to their disability.

2. Main priorities and actions for pupils

Note: this part of the plan is required by statute and must include proposals in each of these three strands:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical 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 that is provided in writing for pupils who are not disabled:

2A: Increasing the extent to which disabled pupils can participate in the school curriculum.

At Pitmaston there are already significant strategies in place to address the needs of disabled children. These include:

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- Improving disabled children's access to the curriculum as an element of ensuring high quality teaching and learning for all, which includes having high expectations for all children.
- Systematically monitoring all children's progress and setting targets for improvement.
- The Inclusion co-ordinator having a key role in leading effective curriculum and professional development for all staff on inclusive classroom practice in general and on specific disability issues in particular.
- Teaching assistants being employed to connect disabled pupils to the curriculum, support the development of independence and promote social interaction.
- Regularly consulting with a range of outside agencies to ensure quality of provision. These include among others: speech and language therapists, Occupational Therapy, Regency outreach, Visual and Hearing impairment teams.

- Behaviour and anti-bullying policies which are key to promoting an inclusive environment in which everyone is valued for their particular and unique contribution.

However the school is not complacent and constantly reviews the strategies it uses, and seeks out good practice, to ensure the best possible progress of all children including those who are disabled and /or with SEN.

Priorities for increasing the extent to which disabled pupils can participate in the school curriculum.

2A1: Making use of specialists who can identify alterations and amendments needed to the learning environment to allow full access to the curriculum

2A2: Use of specialist resources to allow children to access learning.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

To ensure the physical environment of the school is inclusive, governors are committed to reviewing the physical environment provision annually, in general, and in particular when needs are identified, in order to increase the extent to which disabled children can take advantage of education and associated services. If an application is made for a place at Pitmaston, by a parent with a child with a physical or sensory impairment, then the school is able to access the expertise of LA personnel to facilitate this.

The school has already put a ramp in place at the main entrance to school to allow easy access to the school grounds by all children and adults. It is also using an increasing diversity of equipment, material and consumables, including ICT, for increasing access to the curriculum for disabled children.

Priorities for improving the physical environment of the school in order to increase the extent to which disabled pupils can take advantage of education and associated services.

2B1: Use of range of ICT hardware and software to allow children to record ideas.

2B2: Provision of quiet area for children with autistic spectrum disorder.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

At Pitmaston we take into account individual considerations and take advice from the range of agencies available to the school to do this.

Priorities for improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

2C1: Use of ICT resources to improve access to learning i.e adapting reading materials, magnifiers etc.

3: Making it happen

3A: Management, coordination and implementation

Overall responsibility for the school's accessibility plan lies with the Governing Body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class teachers, lunchtime staff, the SENCO, the premises staff, curriculum coordinators, administrative staff and governors themselves.

At Pitmaston the Head teacher will:

- Ensure that all staff are aware of the disability discrimination duties as they apply to schools.
- Secure the commitment of all staff to removing barriers and increasing access.
- Draw on support from within and beyond the school.
- Target training for particular groups of pupils/staff/aspects of school life.
- Share good practice between staff and with other schools.

Priorities for Management, coordination and implementation

3A1 Discuss DDA duties at staff meeting annually, at beginning of year, and arrange training as identified in performance management to inclusive, high quality teaching and learning.

3A2 Share good practice in school at staff meetings.

3A3 Share good practice with cluster school at liaison meetings.

3B: Making the plan available

Schools are required to put their AP in writing, to resource them and implement them. At Pitmaston the DES/AP will be part of the School Improvement Plan and will be published on the School website.

Schools are required to report annually on the progress of their DES/AP and this report will be published on the School website.

Priorities for making the plan available

3B1: Publish DES/AP on school website

3B2: Report on progress on the website annually if necessary.

Pitmaston Primary Disability Equality Scheme / Accessibility Plan: June 2022-25

Supporting School aims:

- Enjoy their learning and progress to the best of his or her ability.
- Learn key skills through high quality teaching and learning experiences
- Develop a range of broader skills and competencies relevant for 21st century life through a creative and engaging curriculum
- Receive challenge and support to achieve the best they can
- Embrace the school's "values" programme, forming a positive foundation for life
- Progress and achieve to the best of their ability, developing a passion for learning
- Contribute to and benefit from the school and local community
- To learn within a safe environment and develop a caring attitude towards others.

Action / Task	Lead	Time Start End	Resources needed	Progress Indicators	Monitoring	Success Criteria
1A: The purpose and direction of the school's plan: Vision and values						
1A1 To ensure the vision and values statement is reviewed each year in particular in relation to the DES/AP.	SLT	By Nov 22	DES/AP	1A1 DES/AP Vision and values statement discussed when reviewing SIP.	Governing Body	1A1 Statement reflects practice in Pitmaston.

1B: Information from pupil data and school audit

<p>1B1 To provide all new parents to school with information about the schools duties in relation to disabilities and ask them to complete the LA information sheet</p>	<p>SLT</p>	<p>Annually in July</p>	<p>SEN register Audit/ SEND additional needs register</p>	<p>1B1 New parents of reception children are informed about audit at induction in Summer term. 1B1.2 New parents (other than at reception) informed of DDA audit. 1B1.3 All children on SEN register are reviewed according to DDA definition of disability. 1B1.4 SENco updates staff about duties under DDA act and about children in their class in Autumn term.</p>	<p>Resources Committee</p>	<p>School SENco and teaching staff have up to date information with which to plan appropriate provision</p>
<p>1B2 To liaise with pre-school nursery/other pre-school settings re their access arrangements for children which will then inform planning and arrangements in the Reception setting.</p>	<p>EYFS Phase Leader</p>	<p>Annually</p>	<p>Known chn in area</p>	<p>1B2.1 Date for meetings set in Spring and summer to discuss children identified as disabled and access arrangements in place. 1B2.2 Speak to parents of chn before normal induction if appropriate</p>	<p>EYFS Phase leader</p>	<p>Smooth transition into school for parents and children</p>

1C: Views of those consulted during the development of the plan						
1C1: To formally collect the views of all children about provision related to their disability.	Class teachers	At IEP review or termly using Scholar pack data	Knowledge of provision made	1C1 All class teachers to record views of children about provision made for them and to ask what else would help them to access the curriculum. 1C2 Agree format for those children who are disabled but not SEN	Curriculum committee	Children making best possible progress due to appropriate provision.
2A: Priorities for increasing the extent to which disabled pupils can participate in the school curriculum.						
2A1: Making use of Specialists to assess environment	SENco	In premise plans	Accessibility report from specialists	2A1.1 SENco has read report. 2A1.2 Report discussed SBM to incorporate in premises planning 2A1.3 Advice from PD team re strategies for individual children implemented.	Resources committee	Children with disability accessing all areas of school provision
2A2: Use of specialist resources to access learning	SENco	Half termly	Assessments	2A2.1 Advice sought 2A2.2 Resources purchased	SBM	All suitable resources in place to support children's learning
2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.						

2B1: Use of range of ICT hardware and software to allow children to record ideas.	SENco ICT coord HLTA	Termly meeting	Individual laptops / iPads Dictophone Talking spots	2B1.1 Children identified who could benefit from ICT technologies 2B1.2 Staff training needs in technologies identified.	SEN gov	Children using devices to record ideas
2B2: Provision of quiet area for children with autistic spectrum disorder.	HLTA	Available when needed	Nurture rooms in KS1 and KS2	2B2.1 Area identified in school that can be used as quiet area for child with Autistic spectrum difficulties		Child with Autistic spectrum difficulties has calm area when needed
2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:						
2C1: Use of ICT resources to improve access to the curriculum, adapting reading materials	EC/ SBI / all staff	ongoing	Pastel papers	2C1.1 Staff understand need for use of magnifiers and adapting reading materials ie larger fonts etc	Sendco	Children with dyslexia or a visual impairment find reading information easier.
3A: Make it happen! : Management, coordination and implementation						
3A1 Discuss DDA duties at staff meeting annually.	SLT	Annually at staff meeting	DES/AP	3A1 All staff aware of duties under DDA act. 3A1.2 Training needs identified in performance management to ensure inclusive, high quality teaching and learning.	SEN gov	All staff able to implement duties under DDA as noted in staff meeting minutes.

3A2 Share good practice in school at staff meetings.	SLT	As appropriate	Good practice	3A2 Staff share good practice at beginning of staff meetings in connecting children with disabilities to curriculum	SEN gov	All staff aware of good practice ideas to implement
3A3 Share good practice with pyramid school at liaison meetings.	SLT	Add to pyramid + cluster agendas	Good practice	3A3 SLT discuss good practice in school in relation to 3A2.	SEN gov	Pyramid schools increasingly able to connect disabled chn to the curriculum
3B: Making the plan available						
3B1: Publish DES/AP on school website	SB	ASAP	Nil	3B1 Discuss plan with GB and then publish on website	SBM	DES/AP available to parents
3B3: Report on progress of DES/AP annually on School website	SLT	Spr term annually	Nil	3B3 Progress report written and put on website	GB	Parents aware of progress on DES/AP.
Judgement on evaluation: 1. SEN governor to report on progress to curriculum committee						