

Richmond Avenue Primary School & Nursery



**Disability Equality Scheme and
Accessibility Policy**

General Duty

Richmond Avenue Primary School's Governors and staff have regard of the "Code of Practice for Schools" issued by the Disability Rights Commission (DRC) concerning the Equality Act 2010. The School will also follow the guidance issued by the DFES in 2006 entitled "Implementing the Disability Discrimination Act in schools and early years settings".

Our aims and ethos are to provide an appropriate, but challenging education for pupils of all abilities, providing each pupil with the support to maximise their chances of success.

Our Governors agree to review this Policy every three years.

They will also ensure that all staff are aware of the implications of the Equality Act 2010, through training and development opportunities, embed good practice across all aspects of school life. The school through its Governing Body and Leadership will ensure that:

- ✓ Pupils with disabilities will not be treated less favourably than others for reasons related to their disability
- ✓ Reasonable adjustments for disabled pupils will be considered and where practicably possible implemented
- ✓ An Action Plan exists to increase access for education of pupils with disabilities.

The Governing Body proposes as part of its duty to increase access to education for disabled pupils by:

- ✓ Increasing the extent to which pupils with disabilities can participate in the school curriculum,
- ✓ Improving the environment of the school to increase the extent to which pupils with disabilities may take advantage of education and associated services, and
- ✓ Improving the delivery of information to pupils with disabilities (versus that which is provided in writing for pupils who are not disabled).

We aim to ensure that every child is given the best opportunity to achieve. Reasonable adjustments will be made where possible to our policies and practices to meet the requirements of the Equality Act 2010. It is recognised that there is always room to improve and the Action Plan shows our objectives in continuing developments.

We see this commitment as a key component of our planning for achieving the five outcomes within Every Child Matters and view the links with other equalities policies and practices as positive and informing.

The Disability Equality Scheme contains an Action Plan that sets out the steps the school is planning to take over the next three-year period to meet the General Duty. The Scheme, including the Action Plan, will be reviewed annually and a report on progress will be made to the Governing Body.

Examples are provided below where the school has implemented specific developments in line with its vision and policy, as follows:

- ✓ Disabled toilets – reviewed and inspected to ensure the facilities meet the required standards.
- ✓ Height adjustable furniture is available for pupils and staff with disabilities where there is a specific requirement.

Access to the Curriculum

1. The School is committed to promoting positive participation in the life of the school. We believe that pupils and adults with disabilities are uniquely placed to support the school in identifying and removing the barriers they face and in taking proactive steps to promote disability equality across the school – their participation in the development and implementation of this Scheme is our priority.
2. Any In-school developments, including changes to curriculum, teaching & learning, will take into account any possible barriers for individuals. This is a rolling and continuous improvement programme.
3. For further details refer to SEND/Inclusion and Medical Needs policies and specifics relating where necessary to individual needs.

Physical Environment

The School will do everything possible that is practicable, and where resources enable implementation, to ensure the physical environment is appropriate for all pupils in the school. Future improvements planned and envisaged for the school will always include, promote and make provision for inclusion for all pupils and will continue to do so subject to the resources being available.

Information

1. The School will gather information concerning disability equality as part of its collection of evidence for the Academy Improvement Plan and during the self-evaluation process. The information will be used to set and review the disability equality objectives outlined in an Action Plan where necessary.
2. Information systems will be used to monitor our progress as a school and the progress of pupils with disabilities within the school to ensure that we are helping all pupils to achieve their maximum potential.
3. A register will be maintained by the SLT/ SENCo identifying pupils who are disabled in order to ensure information is available and regarded when developing the Academy Improvement Plan.

Involvement

1. The School is committed to consulting and involving employees, governors, parents/carers and pupils, and will:
 - ✓ regularly review the effectiveness of the Scheme in delivering equality across the school, and
 - ✓ gather information that highlights practices or policies requiring review or revision, and
 - ✓ report any progress and/or new initiatives implemented to governors & local community via the school website.

Management, Coordination and Implementation

- 1 The School will report to the MAT what and how data is captured and recorded regarding pupils and staff with disabilities, and adopt a monitoring and review process as part of its 3-year Action Plan.
- 2 The School will evaluate whether pupils with disabilities are taking up opportunities to participate in trips, join trips, join in sporting activities etc, in order to review and consider areas for improvement.
- 3 It is envisaged that the process of gathering information will highlight areas that require review or revision.

The Action Plan

Our Disability Equality Action Plan is a working document, setting out the core actions the School is planning over the next three years to enable it to meet the Duty of care in line with the Disability Discrimination Act (1995, incorporating the Disability Discrimination (NI) Order 2006) in the following eight areas of school life. It is not our intention to cover each of the eight functions annually. Rather, we will prioritise our areas of action according to the School context, monitoring and analysis of the information we hold, and the results of our Impact Assessments. We will aim to identify no more than five actions for development in any one school year.

Areas of school Life

- 1 Policy, Leadership and Management
- 2 Curriculum, Teaching and Assessment
- 3 Admissions, Attendance, Discipline and Exclusion
- 4 Pupils – Personal Development, Attainment and Progress
- 5 Attitudes and Environment
- 6 Parents, Governors and Community Partnership, including Extended Services
- 7 Staffing – Recruitment, Training and Professional Development
- 8 Pupil Voice and Participation

Disability Equality Duty

Employee and governor training – the School will review the training requirements for its Governors and employees and implement a training programme to meet any gaps.

The School will consider all other relevant policies in line with the Disability Equality Scheme (DES) and Accessibility Policy to ensure that account is taken of its duty to support pupils with disabilities.

The School will capture relevant data in order to evaluate its policies and ways of working and identify future improvements.

The Accessibility Strategy will be monitored alongside the action plan and reported in the same cycle to the Academy Committee.

This policy will be reviewed in line with our policy cycle and statutory requirements.