

LYNCH HILL ENTERPRISE ACADEMY

DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN 2016 - 2017

At Lynch Hill Enterprise Academy, we are committed to ensuring equality of education and opportunity for disabled children, staff and all those receiving services from the school. We aim to continue to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled children will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Achieving disability equality lies at the heart of our core objectives and values. We look forward to working with disabled people in delivering our commitment to disability equality.

The purpose of a Disability Equality Scheme is to explain in one document 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.

Schools have a duty to put in place “reasonable adjustments” to their policies, procedures and practices to increase over time the accessibility of the school for disabled pupils. The plan should detail the school’s intentions to enable access for disabled students to three key areas.

- 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 an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school’s intention to increase access to education for disabled pupils. In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible;
- Monitor recruitment procedures to ensure that people with disabilities are given equal opportunities.

Definition of Disability

A disabled person is someone who has a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. This includes:

- Hearing or Visual Impairment
- Cerebral Palsy
- Muscular Dystrophy
- mental health issues and incontinence
- People with ADHD,
- Autistic Spectrum Disorder
- Downs Syndrome and Hydrocephalus are included
- Medical conditions such as Cystic Fibrosis
- severe Asthma
- Diabetes
- Cancer
- Multiple Sclerosis
- Epilepsy
- Sickle Cell Anaemia
- HIV
- Facial disfigurement
- severe Dyslexia
- Gross obesity and diagnosed eating disorders are all included.
- If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

In this scheme we acknowledge that disability is a consequence of barriers that prevent many people from maximum participation in society. Our commitment is to remove these barriers. This document outlines our proactive approach to promoting disability equality for children, employees and visitors of the school.

We recognise that promoting equality for all will improve access for everyone. Our aim, therefore, is to make equality a central part of the way we work by putting it at the centre of policy making, practices, procedures and employment practice.

The school's Board of Governors has three key duties towards disabled children:

- Not to treat disabled children less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled children.

Vision and Value

Lynch Hill Enterprise Academy is committed to ensuring equal treatment of all its employees, children and any others involved in the school community with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices or curriculum delivery. We recognise that we have a responsibility to meet the needs of all through promoting inclusion and recognising diversity. The school will not tolerate harassment of disabled children with any form of impairment, and will also consider the needs of children who are carers of disabled parents.

The Governors and staff of Lynch Hill Enterprise Academy recognise that they must have due regard to the need to:

- Promote equality of opportunity between disabled persons and other people.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons. This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- Encourage participation by disabled persons in school life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

Gathering and Using Information Data

In order to fulfil the requirements of the Equality Act 2010 we must be able to identify people who are disabled.

The school acknowledges that there will be an overlap between those children with SEN and those with disabilities. However, not all children with disabilities will have Special Educational Needs. Our regular monitoring procedures will ensure that we are able to track the progress of these children as they move through each Key Stage.

Staff will be able to discuss in confidence with the Head Teacher their disability which will rely on self-identification. This information will not be used for any purpose other than supporting their individual needs.

The Senior Leadership Team and other staff seek to collect information about and develop an enhanced understanding of the needs of disabled people. We will use this information to develop our policies and practice, and to work to ensure that disabled users are not treated less favourably than anyone else. We will make reasonable adjustments to ensure equal opportunities for all.

Monitoring

All aspects of school life will be monitored to identify whether there is an adverse impact on children and adults with disabilities.

Involvement and Consultation

The school welcomes contributions from parents of disabled children and parents who are disabled.

The school recognises that the involvement of disabled children, staff, parents and members of the school community who use the school facilities is essential. We will aim to gain their involvement through, e.g.:

- Arranging a meeting with a group of children so that they can share their ideas.
- Using SEN review meetings to highlight any specific requirements.
- Highlighting in the school prospectus and on the school website that the person to talk to regarding the needs of disabled children is the Special Educational Needs and Disabilities Coordinator.
- Conduct effective liaison with pre-schools, playgroups, nurseries, enabling us to understand the needs of individual disabled children as they transfer to our school.
- Reminding parents and carers at Parents Evenings that staff are available to discuss ways in which we can improve the service we provide for disabled children and parents.
- Informing all staff that if they wish to discuss issues relating to disability, then they should talk to the Deputy Headteacher or Headteacher.
- All parents and children are encouraged to communicate to the school their concerns and needs so that we can provide, within reasonable means, the best education possible

Promoting equality of opportunity

- By awareness raising and staff training;
- By ensuring all policies reflect the school's commitment to equal opportunities for the disabled
- By keeping a watchful eye on the impact of policies;
- Reviewing and adjusting policies;
- Raising expectations;
- Improving communication.
- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
- Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.

Eliminating discrimination

The school is committed to ensuring equal opportunities for all children, employees and users of school services and all school policies and procedures are based on this commitment.

Eliminating bullying and harassment

The school's Anti Bullying Policy is regularly monitored and. The latest policy is available from the school's web site or directly from the Head Teacher.

- Raising awareness amongst staff and pupils of disability-related harassment;
- Recognising and addressing bullying and harassment;
- Involving pupils themselves in combating bullying;
- Reviewing school anti –bullying policy and procedures

- Ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
- If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.

Promoting positive attitudes

- By staff modelling respectful attitudes to disabled pupils, staff and parents;
- By challenging negativity;
- By ensuring representation of disabled people in senior positions in the school;
- Through the curriculum;
- Through positive images in school books and other materials;
- Ensure that disability is represented in posters, collages, displays and learning materials;
- Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week;
- Inviting disabled members of the community/organisations to talk to children.

Encouraging participation in public life

- Where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment E.g. additional coaching or training for disabled pupils, staff or parents;
- Special facilities for disabled pupils at breaks and lunchtimes;
- A policy of interviewing all disabled applicants who meet the minimum requirements for a job.

Increasing the extent to which disabled pupils can participate in the school curriculum

- The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENDCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.
- The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

Improving access to the physical environment of the school

This element covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Lynch Hill Enterprise Academy

Implementation, Leadership and Management

This policy is implemented and managed by the Head Teacher and the Deputy Head Teacher/ Special Educational Needs and Disabilities Co-ordinator. All staff are responsible for ensuring that the needs of disabled children are met.

The school will ensure that the Governing Body, Leadership Team and all appropriate stakeholders will remain informed of the developments through its three-year cycle.

Monitoring

Evidence will be gathered and analysed on an annual basis as part of the school cycle of self-evaluation with a particular focus on the following:

- Achievement at the end of each Key Stage by children with disability:
- Achievement by disabled children will be compared to achievement by children who are not disabled.
- Analysis of exclusion figures to ensure that children with disabilities are not over represented.
- We must consider what the school can do to improve social relationships between disabled children and also non-disabled children.
- We must consider how can this be monitored and how can we show improvements.

Recruitment, Retention and CPD of disabled staff:

- This school is an equal opportunities employer and welcomes applications from disabled people. If a disabled person meets the essential minimum criteria for a post they will be given an interview.
- Disability awareness and equality training should be undertaken by staff who are involved in recruiting and interviewing staff, and by those staff who will line manage or performance manage any disabled colleagues who are appointed.

Support from Within and Beyond the School

Lynch Hill Enterprise Academy is committed to equal opportunities provision for all disabled users.

We will work towards making sure that all staff are 'disability aware' and that they have the necessary training and advice available to them so they can work with disabled children and service users and meet their needs. By developing a greater understanding of the needs of disabled people we will develop a higher level of support for the Disability Equality Scheme.

Associated Policies

- Anti-Bullying
- Code of Conduct
- Equalities and Cohesion Policy

Accessibility Plan 2016 – 2017

Priorities set out in this plan may change to accommodate the changing needs of individuals

Area	Action	Review	Success Criteria
Maintain Safe Access around exterior of school	Ensure that pathways are kept clear on a regular basis – pathways are swept clear of litter and treated appropriately when the weather is inclement	This will be undertaken on a daily basis by a Facilities Manager to be appointed in January 2017. The task is currently undertaken on an ad-hoc basis by cleaning/security staff	Disabled people to move unhindered along exterior pathways
Evacuation procedures	The school has appointed two members of staff as Fire Marshalls who are responsible for this task. The log book is completed on a termly basis. Additionally, each vulnerable pupil has an appointed member of staff to guide them in case of evacuation.	A review is undertaken by the Fire Marshalls and the HeadTeacher after a drill and improvements and recommendations are suggested and implemented	Disabled people are evacuated from the building safely
Access into school and reception to be fully compliant	<ul style="list-style-type: none"> • Designated disabled parking with ramp • Signs indicate disabled parking bays • Clear route through school for disabled people, allowing access to all areas 	A parking bay is available and disabled sign has been erected	Main entrances and buildings are fully accessible

independent access within school	Ramps ensure access to all parts of the building.	All parts of the building available for use are accessible except the first floor Maths units. The needs of disabled pupils have been met by locating all classes they attend on the ground floor.	Disabled people have independent access to all parts of the school
Classroom	Adjustable tables or suitable tables and working areas available	Reviewed on a regular basis by Teaching Staff	Disabled people have access to adequate working areas
Teaching and Learning	To provide relevant training and equipment to facilitate the Teaching and Learning experience of disabled people	On-going Learning walks	
School play areas	All play areas are located at ground floor level with disabled changing facilities available in all units	Reviewed on a regular basis by PE Staff	Disabled people have access to as many sporting activities as are possible
Toilets	Provision of wheelchair accessible toilets with changing facilities	Reviewed on a regular basis by PE Staff	Disabled people have independent access to all parts of the school.