**Wribbenhall School**

**Disability Equality Scheme and Disability Access Plan**



Written: Spring Term 2020

Date of Next review: Autumn Term 2022

**To be read in conjunction with:**

Curriculum Policy

SEN Policy

Equality and Diversity Policy

Safeguarding policy

**Approved by:**

Proprietor: Ellis Wells

18th February 2020

# Introduction

Statutory Policy to be reviewed every 3 years.

This plan aims to document the way in which the school looks to improve access and equality in all aspects of the service provided by the Wribbenhall School for children, staff, colleagues and visitors. It brings together the requirement for the school to have both a disability/ equality scheme and a disability access plan.

The first – the Disability Equality Scheme is to ensure the school takes proactive steps to promote disability equality for pupils, employees and any other service users.

The school has regard to the following in meeting this duty:

• promoting equality of opportunity between disabled and non-disabled people;

• eliminating discrimination that is unlawful under the Disability Discrimination Act 1995 and Equality Act 2010

• eliminating harassment of disabled persons that is related to their impairments;

• promoting positive attitudes towards disabled people;

• encouraging participation by disabled people in public life; and

• taking steps to take account of a disabled person’s impairments, even where that involves treating the disabled person more favourably than other people.

It includes the following:

• the school’s approach to promoting, equal opportunities for disabled children and a positive image of disabled people;

• a statement of how disabled pupils, staff, parents and disabled members of the community who may use school facilities have been involved in developing the scheme;

• a three-year action plan, which identifies targets and areas where improvements are needed to meet the Duty

• arrangements for gathering information about the performance of the school on disability equality e.g. pupil achievement or employment and retention of disabled staff;

• arrangements for assessing the impact of policies, procedures and practices of the school on disability equality and improving these when necessary;

• details of how the school is going to use the information gathered, in particular in reviewing the effectiveness of its action plan and preparing subsequent schemes

• the scheme must be reviewed and publicly commented upon each year and revised every three years.

Areas to be covered in this School Scheme are:

1. achievement of pupils;

2. treatment of disability in the curriculum;

3. teaching and learning;

4. developing a voice for disabled pupils, staff and parents;

5. removing barriers – curriculum, physical and communication;

6. lettings and use by the community;

7. eliminating harassment and bullying;

8. employing, promoting and training disabled staff;

9. monitoring;

10. assessment;

11. governance and relations with parents;

12. breaks, lunchtime, after school activities and trips;

13. how the school involves disabled people;

The second – the disability access plan ensures that the school is taking all necessary steps to improve accessibility wherever possible for those with a disability. The plan is attached at end of this document in a table form and sets out how the school intends to improve both accessibility and equality.

Definition of Disability: Disability is defined by the Disability Discrimination Act 1995 (DDA): “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities”. These impairments might include: mobility, manual dexterity, physical co-ordination, continence, speech, hearing or eyesight, memory or ability to concentrate, learning or understanding and perception of the risk of physical danger.

Disability Equality in Education (DEE) recommends that all pupils with SEN (Special Educational Needs) and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day to day activities. Consequently, we understand that all children placed at the Wribbenhall School fall within the definition of being disabled and so the requirements apply to them all.

Through the school’s enquiry and referral process, the Proprietor assess families’ needs in relation to disability so that adjustments can be made to our working practices. The School values parents’/carers’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities. This will be achieved through the use of the school’s initial and ongoing) interview process: a document designed to look at the individual needs of every child and their family and ensures that all members of staff working with each child are aware of any issues of culture, diversity, emotional and social aspects which might impact on the work. The needs of disabled staff are identified through the recruitment procedures. The Wribbenhall School consequently recognises its duty under the DDA as:

• to respond to students’ diverse learning needs

• take steps to take account of a disabled person’s impairments, and where that might involve treating the disabled person more favourable than other people.

Aims

Statement of Intent

We want to widen the opportunities for all children within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Staff, Management and Governors are showing their commitment to the children and their families and to the wider community based on the promotion of self-respect and respect for others. In order to achieve the key objective Wribbenhall School will:

• Seek and take account of relevant advice, where appropriate, of external services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals.

• Take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site. • Using the Access Plan, we will contribute to the review and revision of related Wribbenhall policies e.g. SEN policy, Equal Opportunities Policy and Teaching and Learning Policy.

• Consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Disability Discrimination Act.

Procedure

Achievement of pupils;

The school is committed to identifying individual needs for children so as to enable them to make the best possible progress during their time at the school. This then serves to inform practice and to ensure that the necessary adaptations are made to the ways in which we work with each and every child to ensure that those treatment needs are met. The school’s internal case conferencing and associated documents, the academic assessment record and emotional assessment record, demonstrate the commitment of the school to this and document how their needs are identified as well as how we propose to ensure they are met.

It shows clearly any known diagnosis and the necessary adjustments to the ways in which we work. This data is analysed and reviewed regularly and the findings used to inform practice.

## **Disability in the curriculum**

The Wribbenhall School believes that every child with special educational needs (SEN) and disability should be supported to reach their full potential in school. The school proprietor leads the coordination of provision for children and young people with special educational needs and disabilities in schools, and consults with other staff to ensure adaptations are made when necessary to meet every child’s need.

The curriculum is reviewed and adapted to meet the diverse needs of all children, recognising their individual academic, physical and communication needs. Children will be given a range of different opportunities to develop their understanding of different disabilities and will be given access, through the curriculum, to a range of positive role models with additional needs.

## Teaching and learning

Teachers will meet regularly to ensure that any reasonable adjustments can be made to the classroom spaces to ensure we meet the needs of the current child group. This might also include modifying equipment, instructions, assessment or providing an interpreter.

## Break time, lunchtime, after school clubs / activities and trips out

All children at the Wribbenhall School are encouraged to take part in community life and are given the appropriate level of support to ensure that they are able to take part in activities. Trips outside of school are carefully planned and organised, with each child’s individual risk assessment taken into consideration.

## Removing barriers – curriculum, physical and communication;

The detail of how this is achieved can be seen in the curriculum policy, but the school’s curriculum has been carefully designed so that it can be delivered to an individual who is working alongside other pupils or as to a group of pupils depending upon their individual need.

This provision is reviewed continuously by the proprietor.

Developing a voice for disabled pupils, staff and parents;

Wribbenhall School is a nurturing community and as such, life revolves around developing everyone’s ability to reflect and consider, both on their own and in groups. Enabling children to find their voices and put into words what in the past they have only been able to act out is therefore a central aspect of the work. Children can develop their ability to voice their own needs and be a part of hearing, recognising and meeting the needs of themselves and others.

## Eliminating harassment and bullying

The school takes harassment and bullying very seriously. The detail of our work can be seen in the schools Equality and Diversity Policy and the Anti-Bullying Policy. Children and adults at the school are entitled to be treated with respect and understanding, and to participate in any activity free from intimidation.’

## Employing, promoting and training disabled staff

The school gathers information on disability through its recruitment process. This information will relate to:

• the effect of the school’s policies on recruitment, development and retention of disabled employees. This information will then be used to inform the Disability Access Plan Governance and relations with parents.

The School will gather information from families/carers and pupils to support the review of the action plan and to inform subsequent plans. This will be collected at meetings prior to the child starting at the school and in the early days of their placement. This information will be collected at:

• Pre-placement interview

• Getting to Know You meeting

• Cultural Toolkit meetings

• Review meetings

We know that children’s parents and carers know their children best and therefore have vital information about how to meet their needs. This information will relate to:

• The educational opportunities available to and the achievements of disabled pupils.

How the school involved disabled people:

• Disabled pupils and their carers and families will be asked their views on their ability to access the curriculum and the whole school provision. This information will be continuously gathered through the review processes as well as through less formal meeting and discussions throughout a child’s placement. Any data collected will be used to inform the Disability Access Plan.

## Animal Allergies

It is recognised that many children and adults, to some degree, are allergic to animals. The school provides access to animals as an integral part of the school system. We are happy to incorporate reasonable adjustments to reduce contact with animals, however, we are not able to guarantee an animal free environment for potential members of the school, both staff and children. Due consideration to this should be made before joining us.

Any parent or potential staff member, volunteer, who does not wish themselves or their child to fully interact with Daisy is invited to write to inform Mr and Mrs Wells of their wishes. This should happen prior to attending the school or when it is realised that a person has a previously unrecognised allergy.

# Monitoring and Assessment

## The Disability Access Plan

In order to implement this duty the disability access plan has three inter-linked elements: Improvements in access to the curriculum by:

o Providing for all children a curriculum that is appropriate to their needs.

o Ensuring that the curriculum is delivered in such a way that all children regardless of any impairment may benefit from it.

Physical Improvements to increase access to education and associated services by:

o Ensuring all school buildings and grounds are fully accessible to children with both sensory and physical impairments.

o Providing appropriate educational equipment, emotional support and physical aids to ensure that educational programmes in the school can be fully accessed by all children.

## Monitoring the Effectiveness of the Policy Measuring Outcomes and Reporting

We are committed to demonstrating that we have taken the actions we have identified as necessary and achieved appropriate outcomes. We therefore monitor:

• admissions, exclusions and educational attainment of disabled pupils in the school

• accessibility and suitability of education and associated services

• recruitment, retention and career development of disabled staff

Disability Access Plan

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| --- | --- | --- | --- |
| **Identified issue** | **Who it may affect** | **Resolution** | **Completion time-frame** |
| Threshold height at both ends of the class room. | Anybody with impaired mobility. | Provide ramps for access to and from the classroom | Completed May 2019 |
| Visual distress when reading | People with Irlen’s syndrome | Provide colour overlay resources for reading | Completed May 2019 |
| Threshold height at the street side is too high. | Anybody with impaired mobility. | Access via side entry and ramp to rear of the building. Entry via the classroom/garden door. | Completed May 2019 |
| Child’s toilet is too small for people with mobility impairment | Children in a wheel chair | Wall to be moved and door way to be widened | As and when the need arises |
| Adult toilet is upstairs1 | Anybody who is employed at the school with impaired mobility | Safe guarding says that the child’s toilet is not to be used by adults. However, as it is a single occupancy room and the only toilet on the teaching ground floor, as long as it has controlled access then the down stairs toilet could be shared. Wall to be moved and door way to be widened | As and when the need arises |
| Adult toilet is upstairs1 | Anybody who is making a one-off visit to the school with impaired mobility | Adults to assist in helping visitor to access the downstairs toilet. | As and when the need arises |

1 Reasonable adjustments.

Given the age, ground floor layout and build of the current premises, creating a new toilet in the event that we have a visitor that requires disabled toilet facilities is not currently considered a reasonable adjustment. The building was built as a domestic residence in the 1950s. We will have a limited number of adult visitors as we are not an open facility that will accept the general public. However, if we have a regular visitor who requires it, we will make changes to the building structure to create a disabled toilet facility.