



## **THE VALLEY PARTNERSHIP**

# **Disability Equality/ Accessibility Plan**

**2019 - 2022**

This was agreed by the Full Governing Body of

The Valley Partnership

**Date:** 1<sup>st</sup> July 2019

**Signed:**

*Maire Sealey*

**Review Date:** July 2022

## Disability Equality/ Accessibility Plan

This plan **MUST** be read in conjunction with The Valley Partnership Disability Equality Scheme and Policy.

### Scope of the Plan

This plan intends to cover all the duties for disability equality, inclusion and accessibility. It is also in response to consultations as dictated by our disability Scheme:

**A. Improving the physical environment of our schools for the purpose of increasing the extent to which disabled individuals are able to take advantage of education and associated services.**

*It will also, in the case of both schools, also address the environment as to accessibility for adults, staff and parents.*

This strand of covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education also covers things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision for pupils of a special piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

B. **Increase the extent to which disabled pupils can participate in schools' curriculum.**

*It will also, in the case of both schools, consider the extent associated adults can participate.*

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

C. **Improving the delivery and expression of information to pupils with disabilities.**

*It will also, in case of both schools, consider the delivery and expression of information to adults involved with the school community.*

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

**Actions to ensure equality for those with disabilities**

1. We shall undertake a regular disability audit, this will include talking to those adults with SEND and pupils
2. As a result of the audit, we shall:
  - write and action plan which includes targets
  - make the policy and targets known to all teaching and ancillary staff, pupils and parents
  - monitor the success of the plan
  - the Plan will be reviewed annually by Governors with support from staff reviews

3. The Governing Body will report on how targets have been met and what impact they have had on the achievements of pupils with disabilities). |This may be done through newsletter or website

## **Monitoring**

The Valley Partnership recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor needs and effects through:

- ❑ Admissions
- ❑ Attainment
- ❑ Attendance
- ❑ Exclusions
- ❑ Response to teaching styles/subject
- ❑ SEND Register
- ❑ Setting/groups
- ❑ Effects of the New national curriculum & assessments
- ❑ Extra-curricular activities
- ❑ Selection & recruitment of staff
- ❑ Governing body representation
- ❑ Parents attending consultation meetings
- ❑ Parents' involvement in the life of the school (representation on PTFA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

## FINAL REVIEW of PAST PLANS

### INCREASING ACCESSIBILITY-Strand A

**A. Improving the physical environment of school for the purpose of increasing the extent to which disabled individuals are able to take advantage of education and associated services.**

*It will also, in the case of both school, also address the environment as to accessibility for adults, staff and parents.*

Staff awareness raised through dedicated section in ½ termly meetings for SEND. Staff attended training courses on range of disabilities. Sloping board purchased and special hand hugger pencil grips as needed. New special cushions have been purchased to support those who need it with sensory and autism difficulties. 20 new lightweight, solid state laptops purchased with wireless network to increase speed of response. Gate access restricted at BPS to support SEND pupil with self-regulation difficulties. Ipad bought at BPS to allow for specialist software for self-regulation- allowing calming down. Specialist ‘mindfulness bubbles to support those with anger issues and anxiety. Access to these resources is through a direct hands on display. Erection of ‘Calm areas and tents with direct pupil access at BPS to support inclusion of behaviourally challenging children with self-regulation and focus difficulties. Specialist table outside dining area to allow pupil to eat close but not in the dining room. System for opening side gate earlier to support access. Carp ark gate opening for specific help as needed.

### INCREASING ACCESSIBILITY-Strand B

**B-Increase the extent to which disabled pupils can participate in schools’ curriculums.**

*It will also, in the case of both schools, consider the extent associated adults can participate.*

Staff awareness raised through dedicated section in ½ termly meetings for SEND. Staff attended training courses on range of disabilities. 20 new laptops purchased, new lightweight, solid state with wireless network put in to enable quicker internet and server access. New software purchased to support phonic development and reading e.g. ‘Nessie’, Tailored curriculum e.g. outdoor learning, individualised planning adapted daily to current attention e.g. Horrid Henry, Additional resources developed e.g. making of special sensory light box ( made from cardboard), binoculars acquired for bird watching, digging area at BPS, tents erected for quiet space. Additional adults taken on residential to enable overnight stays for all pupils- including those with eating concerns, toileting difficulties, social and emotional needs, and special SEND needs e.g. Autism, ADHD, Sensory processing and Downs syndrome.

### INCREASING ACCESSIBILITY-Strand C

**C Improving the delivery and expression of information to pupils with disabilities.**

*It will also, in case of both schools, consider the delivery and expression of information to adults involved with the school community.*

Much work has been done in this area:

Staff awareness raised through dedicated section in ½ termly meetings for SEND. Staff attended training courses on range of disabilities. New staff training in mindfulness and emotional and mental health. Participation in parent workshops for emotional and mental health in order to work as a supportive team for children’s learning. Reviewed PSHEC (personal, social, health and citizenship) curriculum and added emotional and mental health. New emotional and mental health and well-being policy. Emotional and mental health added to mission statement and part of national pilot for emotional and mental health WEE ( We Eat Elephants) that looked at physical, emotional, body and thought processes linked to emotional well-being a. it supported SEND differences and gave strategies for SEND to help self-regulate and understand feelings and behaviours. Introduction of the LEARNING pit approach in teaching and learning and an introduction to Meta cognition. Specialist support has been purchased to introduce the children to mindfulness. Additional laptops new lightweight, solid state that have been purchased with wireless network put gain quicker internet and server access. Internet developed and use of e-mail for all staff- planning sent in advance with details of SEND needs and support. Website up to date. Offer a reading service to parents with difficulties. Specialist collective worship theme ‘same but different’,

### **Other Collated data through discussion**

The data collated reveals that with the changes made over the past few years of the accessibility plan, coverage of inclusion is good.

Points that were raised are;

Equality of opportunity based on income- now write to charities for contributions and have fund raising to support payment of families on low incomes.

Accessibility of those adults who have low literacy skills- reading communications in quiet place, discrete and as requested by adult.

Availability of information on the internet- website more up to date

Quality of ICT machines and reliability of internet links- new laptops across both schools.

Software suitability and extra support- new system purchased that also help with programme development – BOXALL assessment tool

New Issues:

Equality of opportunity based on income- economy shrinking- music sessions

Outside agency family support-early help and sign posting services stretched?

Accessibility of Burescombe to adults and children whilst school is awaiting major building repair work

### **RATIONALE for new PLAN**

Some of these points are not directly related to a disability equality plan they encompass inclusion aspects. In order for equality for this entire plan includes issues for accessibility, inclusion and disability equality.

## INCREASING ACCESSIBILITY-Strand A

**A-Improving the physical environment of school for the purpose of increasing the extent to which disabled individuals are able to take advantage of education and associated services.**

*It will also, in the case of both schools, also address the environment as to accessibility for adults, staff and parents.*

	Targets	Strategies	Timeframe	Goal Achieved
Short Term	Revisit Annually the Disability Discrimination Act and schools related policies: Inclusion, Gender, Race, SEND, G&T,	Staff meeting Agenda  FBOG-bring policies to committee level and draw attention and revisit legal obligations	Throughout 2019 -2022	Raised awareness
Medium Term	Annual review of physical needs of pupils and staff for basic equipment and Upgrades	Upgrade of ICT hardware and software and other items as identified in liaison with Ed Psychologist	2019-2022	ICT equipment and other support equipment
Long Term	Quiet zones and sensory areas- continue to review improve Develop outside sensory areas and pathway		2019-22	Places for those with needs to have time and space to reflect.

## INCREASING ACCESSIBILITY-Strand B

### **B-Increase the extent to which disabled pupils can participate in schools' curriculums.**

*It will also, in the case of both Schools, consider the extent associated adults can participate.*

	Targets	Strategies	Time frame	Goal Achieved
Short Term	Revisit Annually the Disability Discrimination Act and schools related policies: Inclusion, Gender, Race, SEND, G&T, Ensure staff monitor coverage of curriculum by all pupils. Look at out of class learning	Staff meeting Agenda  FBOG-bring policies to committee level and draw attention and revisit legal obligations	Through out 2019 2022	Raised awareness
Medium Term	Review of books-portrayal of images, as well as accessibility Consider school council involvement of disabled /elderly community as a support not necessarily charity	SLS support for audit  LSA support and staff development to help guide school council on reflections about inclusion. Questionnaire	2019 2022	Wider range of texts raising awareness and meeting SEND needs
Long Term	Quiet zones and sensory areas Develop outside sensory areas and pathway		2019- 2022	Places for those with specific learning needs to be taught in a variety of ways



## INCREASING ACCESSIBILITY-Strand C

### C Improving the delivery and expression of information to pupils with disabilities.

*It will also, in case of both schools, consider the delivery and expression of information to adults involved with the school community.*

	Targets	Strategies	Timeframe	Goal Achieved
Short Term	<p>Revisit Annually the Disability Discrimination Act and schools related policies:</p> <p>Inclusion, Gender, Race, SEND, G&amp;T, Ensure staff monitor coverage of curriculum by all pupils. Look at out of class learning</p> <p>Ensure lighting is good in all classrooms</p>	<p>Staff meeting Agenda</p> <p>FBOG-bring policies to committee level and draw attention and revisit legal obligations</p>	Throughout 2019 2022	Raised awareness
Medium Term	<p>Annual review of physical needs of pupils and staff for basic equipment and Upgrades ICT programmes and visual. Use of increased coloured of White board pens and acetates</p>	<p>Upgrade of ICT inc lower case keyboards, and other items as identified in liaison with Ed Psychologist</p> <p>Purchase as needed</p>	2019-22	ICT equipment and other support equipment purchased
Long Term	Improved interactive white boards for hall		2020	Clearer visuals in whole school teaching and worship

## Equality/Disability/Accessibility General Duty and Specific Duty

### Action Plan 2019-22

Priority	Action Required	Success Criteria	Timescale	Reporting Goal	Goal Achieved
Parking	All parent's evening letters or letters inviting visits to the school to have support for parents/carers with mobility problems to request specific parking allocations e.g. staff car park at WPS Those with limited accessibility have priority seating at performances	Parents/carers with mobility problems are all able to park in the designated spaces.	On going	EHT/Admin Governors supporting the visit evenings	
Special Events	Parents/carers with disabilities mobility or otherwise to have the opportunity to attend events such as the Christmas fayre , open evening etc. 15 minutes before it opens.	Feedback from parents/carers indicate they could attend these events	On going	EHT Governors supporting the visit evenings	
Parents/carers Evenings	All staff at parents/carers' evenings to be sited on one floor so there is no barrier to parents/carers with mobility problems	All parents/carers able to see the teachers they wish in an appropriate venue	On going	EHT Governors supporting the visit evenings	
	All parents/carers with hearing difficulties to have a registered signer if required. Need to contact school office to advise who might be able to assist	Parents/carers able to attend and receive feedback	On going	Portfolio Governor for SEND	
Premises	All new changes to building take account of mobility ( stairs) ramp and also colour contrast ( paint renewal), lightening ( lumins/energy saving considerations) Premises repairs take into consideration	Improvements are made to the accessibility of the school as identified in each schools individual	On going	EHT & portfolio Gov	

	access	audit			
Progress	Reduce any gender gap in English and maths that termly data checks may reveal. English and maths leaders identify possible underachievers. School themes to ensure suitability for gender engagement		On going	Strategic Leaders in SLT Standards committee	
Curriculum	Ensure the curriculum and resources are non-stereotypical and give a balanced view of issues. School curriculum leaders review annually the scheme of work and the materials used adjusting as required	No inappropriate materials are used in curriculum delivery	On going	Strategic Leaders in SLT Portfolio holder for curriculum suitability and balance	
	Monitor carefully the progress, both academically and socially, of students with disabilities. This progress to be reported on annually to the school governors as required by the schools SEND Policy		On going	Strategic Leaders in SLT Standards committee	
	Ensure that as far as reasonably possible all trips and activities planned by the school are open and accessible to all students. This will include school trips, activity days, the school plays, lunchtime clubs and musical activities. This may include some students needing to access		On going	Strategic Leaders in SLT	

	other year group activities				
Public Life	Ensure pupils with disabilities are actively involved in the life of the school. Where needed allow access to alternative provision		On going	Strategic Leaders in SL Standards committee Portfolio Holder with SEND responsibility	
	The School Council represents all factions of the school		On going	Strategic Leaders in SL Portfolio Holder with school council responsibility	
	Raise awareness of issues regarding equality with students so that more input is received from students.		On going	Strategic Leaders in SL	
Sports	Ensure that all students with a disability have the opportunity to take part in Physical Education and extracurricular activities	Pupils are able to join sessions and show success	On going	Strategic Leaders in SL Portfolio holder for curriculum suitability and balance & SEND	
Extracurricular activities	Ensure that there are activities available to attract both males and females	Pupils are able to join clubs and show success	On going	Strategic Leaders in SL Portfolio holder for curriculum suitability and	

				balance & SEND	
Future opportunities for girls	Ensure coverage across the curriculum for high future aspirations for girls also in sport		On going	Strategic Leaders in SLT	
	Ensure outside lighting is always repaired immediately a fault is detected		On going	Strategic Leaders in SLT	
Ensure progress for boys in core subjects	Ensure T & L strategies encompass boy friendly literature		On going	Strategic Leaders in SLT	
	Continue to develop Thinking Skills strategies – meta cognition. REAL PE cogs		On going	Strategic Leaders in SLT	
Curriculum design	We will ensure that equality – rights and responsibilities forms part of the curriculum. Review new PSHEC programme		On going	Strategic Leaders in SLT	
Health & safety	To regularly monitor the emergency evacuation plan		On going	EHT, Governor responsible for H&S and H& S coordinator	
	Ensure outside lighting is always repaired immediately a fault is detected		On going	EHT, Governor responsible for H&S and H& S coordinator	

Recruitment	The school will continue to adhere to all legislation regarding recruitment of staff with regards to gender	Equality of opportunity will be displayed in recruitment to all posts	On going	EHT & Governor involved in recruitment	
Maternity	Staff will be supported by reasonable adjustment during the pregnancy and then by flexible return arrangements as far as possible. Appropriate risk assessments and changes to practise modifies as far as is possible. Ensure adoption & paternity leave arrangements	Exit interviews give a favourable response to this aspect. The majority of women return to work	On going	EHT & personnel Gov	
Promotion	Monitor distribution of promoted posts throughout the school	A gender balance reflective of the school staff make up is maintained	On going	EHT & personnel Gov	
CPD	All staff have equal opportunities for high quality CPD	Staff receive the training they identify	On going	EHT	
Ethos	All staff maintain a zero tolerance to sexist or homophobic comments. All incidents are dealt with as they occur with serious incident reported to the EHT.	There are fewer sexist of gender related derogatory comments made by students.	On going	EHT & portfolio Gov	
Retention	Staff who develop a disability will be offered support though Occupational Health, Well Being at Work and if necessary PLUSS	Any reasonable adjustment to work situation will be explored using external advice and put into place	On going	EHT & portfolio Gov	

Staff voice	The staff will be canvassed annually for ways to make the school more disability friendly – including an annual standing item on the Unions/Head meetings	Staff feedback is positive that they have a voice and it is listened to.	On going	EHT & portfolio Gov	
Governors	Make sure all governor meetings are accessible Encourage disabled parents/carers and community members to become governors.	Parents/carers with disabilities to have full access to Governor papers and procedures – Impact revaluated via revised annual parent/carers web based – or paper based consultation	On going	EHT & portfolio Gov	
	The web site/newsletters will be used at least termly to remind parents/carers with disabilities of the forms in which minutes can be produced – visual, audio etc.	People with a disability are actively encouraged to stand in governor elections	On going	EHT & portfolio Gov	
	Papers regarding Governor elections will emphasise the governing body's desire for to be fully representative including members with disabilities – suggested support candidates will be cited			EHT & portfolio Gov, Clerk	