

# DISABILITY SCHEME AND ACCESS PLAN



**2015 – 2017**

Agreed and adopted by Cheadle Primary School Governing Body

Date: February 2016

Review: February 2017

## ***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 children, under Part 4 of the DDA:**

- 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.

This plan sets out the proposals of the Governing Body of Cheadle Primary School to increase access to education for disabled children in the three areas required by the planning duties in the DDA:

- Continue to increase the extent to which disabled children can participate in the school curriculum
- Continue to improve the environment of the school to increase the extent to which disabled children can take advantage of education and associated services, as appropriate
- To improve the delivery of written information to disabled children

**The school's Accessibility Plan will be 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***

Cheadle Primary has high ambitions for all children and encourages them to participate and achieve in every aspect of school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school aims to:

- set suitable learning challenges
- respond to children's diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of children.

*We welcome all children and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all children, including those with a disability.*



## **(1) INFORMATION FROM PUPIL DATA / SCHOOL AUDIT**

- All pupils are tracked including those pupils who come under the heading/definition of “disabled”.
- Tracking plots pupils’ progress across the Foundation and Key Stages 1 & 2 and shows the need for Intervention Programmes and additional adult support to enable pupils to access the curriculum, to make progress and to experience achievement.
- Regularly updated Provision Maps are linked to tracking performance and pupil data to illustrate success/impact of the interventions over time.
- RAISEonline and Fischer Family Trust (FFT) information allows team leaders in core areas to look at specific cohorts of pupil across the school.
- Local and national trends in school population data assists the school to note links in future school development planning, to include staff training needs and also taking on board local authority guidance, support and training, e.g. supporting our increasing number of EAL pupils who may enter school with little or no English.
- Advanced information about pupils who come to us under the definition of “disabled” are looked at in depth by the Inclusion Manager and other staff and, when necessary, for their reports to be sought from external agencies to clarify any queries and also to use information to provide the very best support to enhance school access to quality learning. Information can be passed on to specific staff and this leads to professional discussion and development. All background information is retained in both the class teacher’s file and by the Inclusion Manager – this information is shared with parents and external agencies.
- Cheadle Primary School is an inclusive school with encourages the admission and participation in the life of the school for all its community, e.g. residential visits.
- Ensuring access to the curriculum has involved seeking specific resources for our disabled pupils, e.g. enlarged print, ICT equipment to promote writing, staff training etc. Resource needs are identified early and assistance quickly sought through external support.
- Patterns of attendance are monitored and the Education Welfare Service works closely with the school if there are any issues to be addressed. Presently, extended holidays in term time have an impact on both attendance figures and pupils’ learning.
- Participation of our disabled pupils in their own time is promoted and encouraged.
- All pupils have access to all curriculum areas through providing extra adult support, intervention programmes and differentiated tasks – evident through planning in the core and foundations subject areas.
- A number of relevant school policies are in place:
  - Anti-Bullying
  - Risk Assessments
  - Teaching and Learning
  - Health and Safety

## **(1a) FUTURE ACTION**

- Evaluation of how best we can implement our Accessibility Plan to support the physical access in all parts of the school for all pupils.

## **(2) PLANNING**

Planning begins with information that is already held by the school, starting with the gathering and analysis of all information and data related to disabled pupils at Cheadle Primary School. This is especially relevant in regard to new pupils starting or arriving at the school.

Information and data includes: test results, QCA and SATs levels, plus information and tests carried out by outside agencies. Also, a general picture of patterns of learning as disabled pupils move through Foundation and Key Stages is built-up.

“Provision Maps” are shared with all staff and this ensures awareness of individual needs, as well as intervention planned by whom and when – plus success criteria on impact. Good trigger mechanisms are in place for early identification of pupils requiring support to enhance their access to learning.

Curriculum and professional development has included a number of areas linked to pupil disability, including enabling support staff to be more knowledgeable and trained in their approaches. Differentiated learning is apparent in all phases of the school to entitle pupils working at significantly lower levels than their peers. Support staff are used effectively and this is a strength of the school.

### **(2a) FUTURE ACTION**

- Make **all** staff aware of the Disability Discrimination duties as they apply to schools and Cheadle Primary School directly.
- Secure the commitment of all staff to removing barriers and increasing access by directing both professional and curriculum development in terms of differentiation and securing those pupils working at severely lower levels than their peers in achievement and access to learning. This will include targeted training for specific staff to meet the requirements of our increasingly diverse school community.
- Evaluate and implement good practice from other schools.

## **(3) PUPIL INFORMATION**

The school is approximately at the mid-point in the social deprivation scale for Stockport primary schools.

We have never refused entry to a pupil on the grounds of disability. Cheadle Primary School prides itself on being an inclusive school and in recent years we have admitted a number of pupils with severe educational and behavioural requirements.

Planning and differentiation cater for a wide range of academic ability within school and well qualified teaching assistants play an important support role for individual pupils, booster groups or generally working alongside teaching staff. External agencies also provide valuable support through a series of well-planned programmes, e.g. LSS.

Learners with social difficulties, such as autism and ADHD, are considered as individuals and special arrangements are sometimes made to ensure they are comfortable / safe at playtimes and lunchtimes.

All pupils have access to physical education lessons and educational visits and issues are well thought through and linked to detailed risk assessments for all pupils' needs in out of school learning experiences.

All children have the opportunity to participate in extra-curricular activities and in pastoral roles, e.g. School Council, as well as other positions of responsibility throughout the school.

### **(3a) FUTURE ISSUES**

To provide a sound basis for both strategic management and planning there are a number of issues which have to be and will be addressed:

- Precise information about pupils who are about to start our school or are transferring from another school;
- Strategies in place to track and target-set for all pupils with regular evaluations planned well in advance.
- Gather and analyse data from the Local Authority in regard to specific disabled pupils on a systematic basis;
- Planned long-term reviews of our curriculum provision to which disabled pupils may have limited or no access, e.g. some aspects of P.E., art, design & technology, etc.
- Evaluation of provision of specific extra-curricular activities for disabled pupils;
- Plan and develop play and social interaction opportunities during the school day, e.g. break and lunchtimes on an annual basis;
- Review of the Accessibility Plan (physical access) – resources sub-group;

### **(4) OUTCOMES**

If disabled pupils are in Cheadle Primary School and participating in every aspect of the life of the school then there are a number of issues to be addressed.

#### **(4a) ALREADY IN PLACE**

- Analysis of data takes place following QCA and SATs tests as well as the Foundation Stage Profile outcomes at the end of each academic year, plus assessments which take place during the year. This includes a study of specific groups within the school, e.g. by gender, EAL, SEN etc. Analysis looks at prior benchmarks and measures the outcomes in terms of sufficient value added of a variety of groups within each cohort.
- “Provision Maps” operate across all phases of the school to identify/show *what, who* and *when* individual pupils are supported to ensure that they are accessing the curriculum as an entitlement.

#### **(4b) FUTURE ISSUES TO BE ADDRESSED**

- Greater emphasis to be placed on the analysis of disabled pupils across all phases noting end of key stage outcomes and comparative progress measured by the optional SATs results.
- Develop further Intervention Programmes to support identified individuals and small groups.

#### **(4c) FUTURE ACTION**

- Look at physical accessibility for those who join Cheadle Primary School and are in wheelchairs, including recreational spaces.
- Invest further in the curriculum and professional development to improve further access for disabled pupils – include all staff and make support mechanisms more effective, e.g. dealing with ADHD pupils, etc.

## **(5) STAKEHOLDERS' VIEWS**

This Plan has been informed by:

- Discussion of the views eg questionnaires and discussions
- Finding-out and recording the views of the parents of our disabled pupils, e.g. on IEPs, pre-school induction meetings, Parents' Evening meetings, reviews etc.

## **(6) INCREASING PARTICIPATION**

- Teachers work closely with outside agencies who are able to support and advise how best to plan effective learning in school.
- Teachers aim to give every pupil the opportunity to succeed in learning and to achieve as high a standard as possible, ensuring that planning shows a much greater degree of differentiation to ensure success.
- Provide equality of opportunity through quality teaching styles/approaches.
- Support staff are deployed in school specifically to support the learning of pupils with identified needs.
- Teachers should plan effectively to ensure that all pupils have the opportunity to work individually, in small/large groups and have peer support to assist learning.

### **(6a) FUTURE ACTION**

Training for all staff on how best to support pupils with disabilities is available. All staff in school are aware of all pupils who require additional support and staff do seek advice from the Inclusion Manager on how best to support these children.

## **(7) IMPROVING THE PHYSICAL ENVIRONMENT**

Features of good practice in regard to the physical environment include:

- The layout of KS1 leads to good acoustics for pupils with hearing problems and the installation of hearing loops in the classrooms upstairs;
- The varying and contrasting paint schemes around the building assist pupils with sight problems;
- The playgrounds are relatively flat, as is the field, for safe play;
- There are regular health and safety checks to maintain a clear, hazard free environment;
- Doorways have been widened for wheelchair access;
- There are ramps from all external areas into the building;
- Disabled toilet available.

## **(8) MANAGEMENT, CO-ORDINATION and IMPLEMENTATION**

The Governing Body takes responsibility for this Disability Scheme and Access Plan by:

- Setting out a clear direction made fully aware to all stakeholders;
- Review and revision of this Plan;
- Having a named governor to work alongside the Inclusion Manager;
- Ensure appropriate responsibility relevant to this Plan;
- Ensure adequate resources to meet the demands inherent in this Plan;
- Promote an ethos and culture of anticipation in both planning and care of pupils.

Staff need to ensure that they read and are aware of the relevant significant issues within this document and the implications on their teaching, the children in their care and school development and effectiveness overall.

## **This Plan is available from the following access points:**

- School office
- School website

## **APPENDICES**

- APPENDIX 1 – DDA Definition of Disability
- APPENDIX 2 – Letter to parents
- APPENDIX 3 – References
- APPENDIX 4 - CHPS Accessibility Plan

## APPENDIX 1 - DDA Definition of Disability

### Is Tom disabled?

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?

*Mobility:* getting to/from school, moving about the school and/or going on school visits

*Manual dexterity:* holding a pen pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball

*Physical co-ordination:* washing or dressing, taking part in games and PE

*Ability to lift, carry or otherwise move every day objects:* carrying a full school bag or other fairly heavy items

*Continence:* going to the toilet or controlling the need to go to the toilet.

*Speech:* communicating with others or understanding what others are saying. How they express themselves orally or in writing

*Hearing:* hearing what people say in person or on a video, DVD, radio or tape recording

*Eyesight:* ability to see clearly (with spectacles/contact lenses where necessary), including any visual presentations in the classroom

*Memory or ability to concentrate learn or understand:* work in school including reading, writing, number work or understanding information

*Perception of the risk of physical danger:* inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted a year or more?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to questions 1 to 4, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

## APPENDIX 2 – Letter to parents

# CHEADLE PRIMARY SCHOOL

Name of pupil (s)..... Class.....

- After reading the information attached, do you consider your child to have a disability?

If yes, please give a brief description:

### **If you consider that your child has a disability:**

- How well do you think Cheadle Primary caters for your child:
  1. In terms of their general progress?
  2. In the physical layout of the school?
  3. In their access to before / after school provision?
- What could our school do to improve the provision for your child?

We will use your comments to help us set priorities for our 'Accessibility Plan', which will identify how we aim to improve provision over the next 3 years.

We would like to consult with parents as this is written and as it progresses. If you would like to be involved in this please tick the box.

## APPENDIX 3 - References

<http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/sbschoolsforthefuture/>

Department for Education and Skills (2002) *Listening to Learn*  
<http://www.dfes.gov.uk/listeningtolearn/>

Department for Education and Skills *Every Child Matters* website  
<http://www.everychildmatters.gov.uk/>

Department for Education and Skills (2004) *Removing Barriers to Achievement*  
<http://www.teachernet.gov.uk/wholeschool/sen/senstrategy/>

Department for Education and Skills (2005) *Managing Medicines in Schools and Early Years Settings* DFES-1448-2005  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-1448-2005&>

Department for Education and Skills (2005) *Maximising progress – ensuring the attainment of pupils with SEN*

Three booklets published as part of the Key Stage 3 National Strategy materials:

Part 1 Using data – target setting and target getting  
DfES ref 1040/2004G

Part 2 Approaches to learning and teaching in the mainstream classroom  
DfES ref 0105/2005G

Part 3 Managing the learning process for pupils with SEN  
DfES ref 0106/2005G

The standards website:

[http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/sen\\_inc](http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/sen_inc)

Department for Education and Skills *Devolved Formula Capital Guidance 2005-06*  
<http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/FSP/nds/>

Department of Health (2004) *National Service Framework for Children, Young People and Maternity Services*, in particular *Standard 8: Disabled Children and Young People and those with complex health needs*;  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/Browsable/DH\\_4094479](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/Browsable/DH_4094479)

Disability Rights Commission <http://www.drc-gb.org/>

Disability Rights Commission (2002) *Disability Discrimination Act 1995: Part 4: Code of Practice for Schools*  
[http://www.drc-gb.org/the\\_law/legislation\\_codes\\_regulation/codes\\_of\\_practice.aspx](http://www.drc-gb.org/the_law/legislation_codes_regulation/codes_of_practice.aspx)

Disability Rights Commission (2005) *The Duty to Promote Disability Equality: Statutory Code of Practice (England & Wales)* [often referred to as the *Code of Practice on the Disability Equality Duty*]  
[http://www.drc.org.uk/PDF/DED\\_Code\\_Dec05\\_pdf.pdf](http://www.drc.org.uk/PDF/DED_Code_Dec05_pdf.pdf)

Disability Rights Task Force (1999) *From Exclusion to Inclusion*, London, DfEE

**APPENDIX 4**

**CHEADLE PRIMARY SCHOOL PRIMARY SCHOOL – ACCESSIBILITY PLAN**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Achievements</b>
SHORT TERM	<p>Ensure that the appropriate advice, documentations, etc from both the DfES and LA is available for guidance, consultation and compliance.</p> <p>Staff awareness of access issues, both in classrooms and school generally, e.g. doorways, ramps.</p>	<p>Cheadle Primary School will strive to be in a position through active planning to comply with statutory duty and strategically plan for implementation in line with Stockport’s priority action list.</p> <p>Photocopy, distribute to staff, and plan discussion time.</p>	<p>Inclusion File updated in the Head’s Office and decisions made in light of this Action Plan.</p> <p>Action Plan ratified by governors.</p> <p>All staff have document for advice and reference <u>common identified features of good practice for specific pupil groups.</u></p>	<p>Written plans ratified and available as “working documents”.</p> <p>Discussion time. Good practice on provision and anticipatory duty.</p>
MEDIUM TERM	<p>Training for teaching and support staff on differentiating the curriculum.</p> <p>Whole school community awareness of accessibility issues and existing facilities. Ensure details of steps to prevent disabled pupils being treated unequally. Assess effectiveness of liaison with outside agencies/parents.</p>	<p>Sample suitable materials/equipment and audit the learning environment to ensure they are clear/accessible. Monitor planning and provide required training, newsletters.</p> <p>Inclusive management approach to admit disabled pupils. Re-organisation of class structure/location, if necessary. Teacher’s planning checked by Inclusion Manager and LT</p>	<p>Staff now more able to fully meet disabled pupil’s requirements, especially in terms of accessing the curriculum/learning needs.</p> <p>Inclusive ethos, culture and practices to ensure equality.</p> <p>High expectations, teamwork and positive ethos. Problem solving attitude to overcoming barriers.</p>	<p>Increased access and learning opportunities – equal status. Heightened Gobs awareness.</p> <p>School can admit all applications for disabled pupils. Clear evidence of explicit lines of communication.</p>
LONG TERM	<p>School plans to improve access to designated areas over successive financial years in collaboration with LA decision making on which exits and entrances have priority, .e.g. ramps, handrails, amplification as and when appropriate.</p>	<p>Planned usage of <i>Devolved Capital Funding</i>. Discussion with the LA in the opportunities/usage of any “access funding” from their strategic school plan. If possible, allocate funding from main school budget based on specific need.</p>	<p>Once specific capital funding is secured, there will be a 3 Year Plan for improving access for identified areas including wheelchair friendly, acoustic audits, additional resourcing of large print, etc.</p>	<p>Physical access and requirements to the school is improved to <u>all areas</u>, with first floor in a secondary plan.</p>