



**Disability and Equality Policy  
&  
Accessibility Plan  
Reviewed October 2023**

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**Lead Person: Kara Evans, Head Teacher**

## **Introduction**

This plan is drawn up in compliance with the Equality Act 2010, including the Public sector equality duty in Part 11, Chapter 1, section 149 of the Equality Act 2010.

Shirley Heath Junior School is well-designed to meet the needs of disabled pupils.

- ✓ Two dedicated disabled parking bays
- ✓ Classrooms which are sited on the ground floor are wheelchair accessible.
- ✓ The ground floor is wheelchair accessible. Future adaptations to the first floor may be required to accommodate children with disabilities.
- ✓ Visitor and pupil entrances, toilets, library, and hall are on the ground floor
- ✓ Disabled toilet located near the main entrance.

## **School Vision**

We want our pupils to enjoy coming to school. We aim to excite and engage our children as learners. We want to foster pupil achievement and self-belief through the provision of a broad and challenging curriculum, developing individual skills, talents and interests so they know how to learn, and respond positively to the opportunities and demands of the rapidly changing world in which we live and work. We endeavour to promote the mental, emotional and physical health of all pupils, thereby enabling children to make healthy choices and lead a healthy lifestyle.

Our vision is that Shirley Heath becomes a hub of the community – a place where everyone feels welcome, secure and valued. We wish to provide services and activities that help to meet the needs and aspirations of children, their families and the wider community.

We believe that inclusive education is the right of every child and that an inclusive environment is one that promotes a child's sense of belonging and makes education an enjoyable and fulfilling experience socially, emotionally and academically. Shirley Heath is committed to the removal of all barriers for disabled pupils providing full access to school life for all. This includes not only physical access to the building but also the National Curriculum in all areas.

Shirley Heath has high expectations of all its pupils and expects them to participate and achieve in every aspect of school life.

We welcome all pupils and staff, irrespective of race, colour, creed or impairment.

Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.

## **Key Objectives**

1. To reduce and eliminate barriers to access the curriculum.
2. To enable participation in the school community for pupils, prospective pupils and our adult users with a disability.

## **Key Principles**

The Governing Body has a responsibility under Schedule 10 of the Equality Act 2010 to employ the following accessibility strategies:

The responsible body of a school in England and Wales must prepare—

- (a) an accessibility plan;
  - (b) further such plans at such times as may be prescribed.
- (2) An accessibility plan is a plan for, over a prescribed period—
- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
  - (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
  - (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's Inclusion Policy.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

## **Definition of disability**

The Equality Act (Part 2, section 6):

## **Disability**

(1) A person (P) has a disability if—

- (a) P has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities

## **Normal day-to-day activity**

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

## **Conditions which are automatically treated as a disability under the Equality Act.**

The following conditions are **automatically** treated as a disability under the Equality Act:

- cancer
- HIV infection
- multiple sclerosis
- severe disfigurement
- certified blind, severely sight impaired, sight impaired or partially sighted by a consultant ophthalmologist.

## **Disability and special education needs**

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement/EHC Plan or who are at SEN Support will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origin in social or domestic circumstances may fall outside the definition.

## **Possible overlap of SEN and DDA disability definition for children and young people.**

<b>SEN</b>	<b>SEN + Disabled</b>	<b>Disabled</b>
Mild dyslexia, dyscalculia SEMH – social factors Mild dyspraxia Mild speech impairment Mild learning difficulties	Motor impaired [long term] Learning difficulties Hearing impairment/deaf Visual impairment/ blind Incontinence Significant dyslexia, dyscalculia Epilepsy Non-verbal ADHD Autism SEMH [factors other than social e.g. medical conditions/mental health]	Asthma (severe) Diabetes Cancer recovery Mental health issues Disfigurement Eating disorder Lack of limbs Sickle cell anaemia Gross obesity Very short stature

### **The School's strengths in working with disabled children**

School staff have experience of working with a wide range of SEN/disabled pupils. Training is provided through a cycle of staff training to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Specific training is undertaken either on an individual basis, group or whole school. Also there is regular liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- SENTAA –communication and learning
- SISS Autism Team – social, communication, sensory and anxiety
- SISS SEMH Team and Ordinary Magic (Charity) – social, emotional and mental health
- SISS Sensory Team– visual/hearing impaired
- SISS Physical – physical disabilities

Robust systems are in place to ensure the smooth transition of pupils to and from Shirley Heath. Liaison and the sharing of information regarding disabled/SEN pupils starts early in the summer term with the appropriate schools.

All disabled/SEN pupils follow a full and balanced curriculum, appropriately adapted according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits.

Provision mapping is used to show the range of support in place for disabled/SEN pupils across the school.

## **Consultation**

For pupils with an Education and Health Care Plan or those on the SEN Register, the views and aspirations of disabled/SEN pupils are gathered regularly through the Assess-Plan-do-Review process. Pupil Voice is included on children's individual Pupil Profiles. This seeks to establish what is going well and also any concerns or barriers to progress from the pupil's point of view. Their parents also have the opportunity to express their views either in writing or simply verbally at review meetings. Again, these are included on children's individual Pupil Profiles. Parents have the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place. Parents are able to contact the Inclusion Manager, SENCo and Autism Lead at any time with any questions, concerns or comments.

## **Management, Co-ordination and Implementation.**

The Governing Body has the responsibility for the School Accessibility Plan. The progress towards meeting the targets set will be reported to the Governing Body by the Head Teacher annually during the autumn term. This plan will be reviewed and revised every 3 years by the Governing Body.

# Appendix 1

## AUDIT OF CURRENT PROVISION and ACTIONS REQUIRED

### A. Curriculum Access

Statement	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	<p>INSET Day/ staff meetings arranged when pupils with a different disability join school.</p> <p>School nurse leads training re: asthma/allergies/epilepsy at the start of the academic year – all staff attend</p>	<p>Continued/updated training based upon the needs of children currently in school.</p> <p>Ensure new staff complete Tier 1 and Tier 2 training in Autism (LA)</p>
Classrooms are optimally organised for disabled pupils	<p>Environmental Audit conducted by qualified staff prior to transfer (eg for VI/HI pupils).</p> <p>Pupil Profiles – detail the support needed for children on an individual basis.</p> <p>Individualised resources in place e.g. wobble cushion, tables of correct height, fiddle toys</p> <p>Children with a VI or HI seated at the front of the classroom directly facing the board/teacher.</p>	SENCo to complete regular Learning walks to check
Lessons provide opportunities for all pupils to achieve, i.e. are adapted and include work to be done by individuals, pairs, small groups and the whole class as appropriate.	<p>Pupil Profiles – detail the support needed for children on an individual basis. Assess-Plan-Do-Review approach followed to set targets and measure progress towards achieving them</p> <p>See planning, book scrutiny</p>	

All pupils are encouraged to take part in music, drama, and physical activities	At the present time no children are excluded from any activity. Sports Lead will provide advice and support for staff in adapting PE lessons for children with a physical disability.	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, e.g. lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	See planning	
All staff plan for additional time required by some disabled pupils to use equipment	See planning	
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	All pupils participate in activities.	Continued collaboration with SISS and parents to support children with physical needs.
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	When pupil with impaired vision logs on, large print automatically comes up.  Ipads can be connected to the teacher's screen to support children with a VI with board work  Children/staff with significant dyslexia can use speech-to-text software to record ideas when appropriate/needed	
School visits are accessible to all pupils regardless of attainment or impairment		Residential visits to be considered on an individual basis
All staff have high expectations for all pupils	SEN pupils make good progress.  Positive feedback from parents and children	
All staff strive to remove barriers to learning and participation	Planning, feedback from parents etc.	

## B. Physical Access

Statement	Evidence	Action Required
<p>The layout of areas allows access for all pupils, such as</p> <p>Academic areas: e.g., classrooms, hall, library</p> <p>Social areas: e.g., dining hall, reception</p> <p>Play areas: eg, playground</p>	<p>Entire ground floor in 10 classrooms, hall, dining room, toilets, offices, intervention rooms are wheelchair accessible.</p> <p>Ramped access to school field.</p> <p>Stairs to the ICT suite have coloured/textured stripping to aid access upstairs for children with a VI</p>	<p>The large ICT suite would not be accessible to a pupil using a wheelchair.</p> <p>Children who cannot access the upstairs ICT suite access computers in the Link.</p>
<p>Pupils who use wheelchairs can move freely around school.</p> <p>There are no barriers to access caused by doorways, stairs and steps</p>	<p>Downstairs, including outside areas are accessible.</p>	<p>A lift would need to be fitted for wheelchair access upstairs</p>
<p>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.</p>	<p>Yes. Disabled toilet with changing table.</p> <p>No showers.</p>	
<p>Pathways around school are safe and well signed.</p> <p>Parking arrangements are logical and safe</p>	<p>Yes.</p> <p>Two disabled bays</p> <p>Wheelchair friendly access into school via main entrance, Kids Club, Link building and downstairs classrooms.</p> <p>Ramped access onto the school field</p>	
<p>Emergency and evacuation systems INFORM ALL pupils.</p> <p>Alarms are visual (flashing) as well as auditory</p>	<p>Alarms do not flash</p> <p>PEEP in place for child with VI and HI</p>	
<p>Tactile signs, including lifts with tactile buttons help disabled learners to use the building.</p>	<p>There are no tactical signs.</p> <p>School follows all guidance from Specialist Teacher for VI</p>	
<p>Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy</p>	<p>All signs are clear. Doors and doorframes are in contrasting colours.</p>	
<p>All areas are well lit</p>	<p>Yes.</p>	
<p>Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.</p>	<p>Advice taken into account – Environmental audits completed on an individual basis.</p> <p>All classrooms have carpet</p>	

## C. Access to Information

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g. positioning when talking to a hearing impaired learner.	INSET/ staff meetings are planned when needed SISS advise teachers where needed	Staff training re: supporting pupils with a VI
All written communication follows an agreed house style using an appropriate font and size, eg., Arial/Comic Sans Serif size 12 or larger on buff paper	There is no agreed style.  Advice for individual pupils re: most appropriate font, size and colour of paper is followed	
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Yes, when needs arise.	
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e., by reading aloud, using overhead projectors/PowerPoint presentations etc.	Yes	

# ACTION PLANS

As a result of the audit the action plans included below have been drawn up.

The school has set the following priorities for the development of the vision and values that inform the plan:

- To ensure staff have the appropriate training and support to adapt the curriculum for the children they teach

The action planning work will be overseen by the Governing Body or its Committees and by the Head Teacher.

The plan will be made available in a range of formats on request from the office.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the head teacher and the relevant committees.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Shirley Heath.

# Action Plan – Curriculum Access

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Success Criteria</b>
Raised awareness of the curriculum needs of pupils in school (ever changing based upon intake/cohort)	SISS/SENCo to support staff/deliver training as needed	Overview of the needs of particular groups of pupils for all teaching staff	On-going	Increased access to the curriculum for all groups

# Action Plan – Physical Access

Targets	Strategies	Outcome	Time frame	Success Criteria
Review annually all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities.	Environmental Audit based on LA Accessibility Audit	Good practice in accommodating needs of pupils with physical disabilities, hearing impairment, visual impairment	Every Autumn term	Accessible environment, increased pupil autonomy
Review annually all areas of the school in order to ensure sensory barriers are lifted so as to benefit pupils with autistic spectrum disorder	Seek advice from SISS Complete sensory audit	Decrease in anxiety for pupils with autistic spectrum disorder so they may have more autonomy of access to some classrooms/areas of school	Every Autumn term	Increase pupil autonomy/physical access of the school Decrease pupil anxiety

# Action Plan – Access to Information

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Success Criteria</b>
Availability of written material in alternative formats.	Consult SISS when required.	Ability of school to ensure availability of material in alternative formats as required	When necessary	Delivery of information to disabled pupils improved
To maintain above practice and review on annual basis		Information available for parents/carers and pupils in a variety of formats	Every Autumn Term	