

Shiplake CE Primary School Disability Equality Scheme and Accessibility Plan

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been carefully written/reviewed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Introduction

Shiplake CE Primary School is firmly committed to the principle of Equal Opportunities and Access for All, as specified in our Equality Scheme.

This Disability Equality Scheme and Accessibility Plan sets out the school's commitment to current and future pupils, stakeholders and staff with disabilities, and those who might become disabled in future.

The policy, scheme and action plan provide a framework to ensure the school offers a supportive environment for any pupil, stakeholder or member of staff with a disability.

Shiplake CE Primary School recognises the need to provide those resources that are necessary for supporting pupils in accessing the curriculum, and in the employment of individuals with disabilities. The school undertakes to identify additional resources whenever necessary.

Disability is defined as a physical or mental impairment that has a significant and long term adverse affect on an individual's ability to carry out normal day to day activities.

School mission statement

The ethos of Shiplake CE Primary School is built upon mutual respect, good behaviour and pursuit of high academic standards within a Christian and moral culture.

The school encourages the co-operation of each individual to realise his or her own potential across a broad range of skills, within a happy, motivated and friendly community.

Objectives

To ensure that as an employer the school's obligations under the Disability Discrimination Act are fully met, and that a job applicant or employee with a disability does not experience discrimination in either the process of recruitment or during employment by the school.

To be responsive to the personal requirements of pupils with disabilities and support them to enable them to achieve to the best of their ability and be fully integrated members of the school community.

To ensure the six elements of the general duty comprise the backbone of the disability equality scheme and accessibility plan.

Pupils with disabilities

The school will utilise both internal resources (trained TAs and staff) as well the wide range of third party agencies with which the school has developed close links to support pupils with disabilities, and their carers/parents.

The school will respond wherever possible, with reasonable adjustments, to meet specific requirements of pupils with disabilities.

The school will make special provision within its examination arrangements for the special needs of students with disabilities to be taken into account.

The school will continue to review and develop its learning support to ensure full access for students with disabilities through provision of appropriate materials, equipment and facilities.

Through the curriculum and assemblies the school will encourage pupils and staff to respond positively to the diversity that individuals with disabilities bring as members of both the school and the wider community.

The school will continue to promote and reflect positive images of disabled people around the school in the curriculum.

The school will make every effort to ensure that the physical environment is fully accessible to pupils with disabilities.

Full records of students who declare a disability will be kept and to enable the school to monitor the welfare and progress of individual

pupils and how the teaching and learning needs of these pupils are being met.

Staff with disabilities

Recruitment

Applications from people with disabilities are encouraged to ensure that any such individuals are not discriminated against.

Should any applicant advise the school of a disability, arrangements will be made at the interview stage to meet any additional needs of the applicant wherever possible and reasonably practicable.

The school's recruitment panel will make selection decisions on the basis of an applicant's relevant qualifications, experience and skills irrespective of any disability.

Wherever possible, the school will make such reasonable adjustments as required to enable a successful applicant with a disability to take up a position.

Retention

The school will take positive steps to enable, wherever possible, the continued employment of an employee who becomes disabled while working at the school.

Where an employee becomes disabled during the course of employment, the school will provide such support as is reasonably possible to enable them to maintain or return to a post appropriate to their experience and abilities.

Reasonable adjustments to the working environment will be made.

Training and career development

Training and career development opportunities will be made available to all staff regardless of any disability.

Where staff undertaking training or development identify additional needs in relation to access, equipment or facilities, reasonable adjustments will be made wherever possible to enable full participation in any such programmes.

The school will make every effort to ensure that the physical environment for work does not prevent individuals with disabilities from taking up or continuing in employment for which they are qualified.

Parents/Carers with disabilities

The school will make every effort to ensure that the environment does not prevent parents/carers with disabilities from visiting the school for any reason.

Governors with disabilities

The school will make every effort to ensure that the environment does not prevent Governors with disabilities from fulfilling their role for any reason.

Information gathering

Objective

To involve pupils, staff and parents with disabilities in the development of the scheme, in particular to assist with the setting of priorities and monitoring of outcomes, through regular consultation.

Group	Undertaken by
Pupils	Mrs K Page-Howie
Parents	Katherine Rees (DDA Governor)
Staff	Mrs K Page-Howie/LEA

Regular consultation with pupils, parents and staff is crucial to setting priorities and monitoring outcomes for the school's disability equality scheme and accessibility plan, and in determining how the school is going to meet the duty to promote disability equality in each of the following six elements:

- Promote equality of opportunity between people with disabilities and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act

- Eliminate harassment of people with disabilities that is related to their disability
- Promote positive attitudes towards people with disabilities
- Encourage participation by people with disabilities in public life
- Take steps to meet people with disabilities needs

NB

Due consideration should be given individuals' right to privacy when gathering information regarding disability for the purpose of the school's disability equality scheme and accessibility plan.

Reviewed June 2020
3 year review cycle

Shiplake Church of England Primary School Accessibility Plan 2020-2023

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the Accessibility Plan becomes an annual item at the FGB meetings	Clerk to governors to add to list for FGB meetings	Adherence to legislation	Annually	
To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate	Whole school community aware of issues	On-going	
To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	On-going	
To ensure child recovering from serious medical condition has minimal risk of contracting infections	Parents to be reminded of need to inform school about infections that might cause problems	Child continues to make good recovery	Half termly	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children	Audit of accessibility of school buildings and grounds by Governors as part of termly site survey	Modifications will be made to the school building to improve access	On-going	

and adults and continue to improve access to the school's physical environment for all	Suggest actions and implement as budget allows			
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCo to review the needs of children and provide training for staff as needed	Staff are able to enable all children to access the curriculum	On-going	
To ensure that all children are able to access all out-of-school activities, eg. clubs, trips, residential visits etc.	Review of out-of-school provision to ensure compliance with legislation	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met	On-going	
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed, eg. special pencil grips, headphones, writing slopes etc	Children will develop independent learning skills	Reviewed termly by SENCo	
To meet the needs of individuals during statutory end of KS2 tests	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	Annually	

WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats as necessary	Written information is provided in alternative formats as necessary	As needed	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	Staff to hold parents' evenings by Phone/online meeting or send home written information	Parents are informed of children's progress	Termly	

Accessibility Plan will be reviewed by : Katherine Page- Howie (Headteacher), Sophie Underwood (SENCo), Michelle Harris (Bursar), Katherine Rees (Governor with responsibility for DDA), Sarah Blomfield/Jane Chesters (Co-Chair of Governors)

June 2020