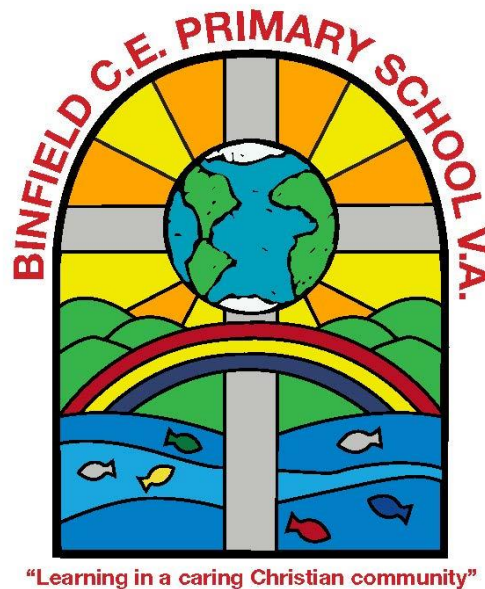


# Binfield CE Primary School



## Disability Equality/Equity Scheme & Accessibility Plan (Definitive)

**Date Last Reviewed:** June 2023

**Date Last Updated:** June 2023

**Status:** Definitive

**Next Review Date:** May 2026

## **Foreword**

Valuing diversity is central to achieving the overall aim of Binfield CE Primary School to provide every child with an equity of opportunity to succeed.

The Governing Body of Binfield CE Primary School is therefore pleased to publish its Disability Equality Scheme. In developing the scheme, we have been able to identify and record the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be addressed.

We will ensure that this Disability Equality Scheme is effectively implemented and scrutinised so that we meet the obligations placed upon us by the Disability Discrimination Act.

Promoting disability equality in our school will be a continuous process. It will be undertaken in partnership with the wider community and of course with disabled people themselves.

## 1. INTRODUCTION

### 1.1. The Duty to Promote Disability/Equality/Equity

The Disability Discrimination Act 1995 was a landmark in equality legislation, making it unlawful to discriminate against someone because of his/her disability. It also required organisations to make 'reasonable adjustments' so that a disabled person could take a job, continue to work for an organisation or access services.

The Disability Discrimination Act 2005 amended the 1995 legislation. It introduced the duty to promote disability equality, which partly parallels the duty to promote race equality introduced under the Race Relations (Amendment Act 2000). The duty to promote disability equality contains two elements – a general duty for all public bodies and a specific duty, which applies to a more limited number of specified public authorities, including maintained schools. The Code of Practice produced by the Disability Rights Commission (DRC) states that the *"overarching goal of the duty is to promote equality of opportunity"*. In many cases, the disadvantage and discrimination that disabled people experience arise from attitudinal and environmental barriers. The duty to promote disability equality aims to overcome these barriers. Although the Act refers to equality, at the root of this policy is our belief that EQUALITY of opportunity is central to what we offer at Binfield.

This scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life, in the wider community and in non-educational services they might provide.

The Scheme builds on our accessibility plan and develops our work further to include:

- A definition of both disability and inclusion that is wider than special educational needs (the legislation includes in the definition of SEND any pupil who has significantly greater difficulty in learning than the majority of peers or a disability preventing or hindering access to educational facilities) and applies to all vulnerable groups.
- Taking a proactive approach in making reasonable adjustments.
- Work with pupils, staff and parents/carers.
- Involving the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan.

### 1.2. The Duty to Promote Disability/Equality/Equity

The general duty to promote disability equality places a duty on all public authorities, when carrying out their functions, to have due regard for the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons; disabilities, even where that involves treating disabled persons more favourably than other persons.

### 1.3. The Specific Duty

The specific duty requires a designated public authority (which includes school) to produce and publish a Disability Equality Scheme (DES/DFCS), setting out how it fulfils its general and specific duties to promote disability equality. Disabled people must be involved in the development of the Scheme. Disability Equality Schemes should have an annual review of progress built in to its process.

## 2. BINFIELD CE PRIMARY SCHOOL – VISION AND VALUES

### 2.1. Our Vision and Values

We believe that every child has by right an equality of opportunity to succeed. In order to deliver this aim, we embrace the principles of inclusion, of global citizenship and of community cohesion.

### 2.2. Who Do We Mean by “Disabled People”?

The Disability Discrimination Act 1995 definition of a disabled person is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes ‘hidden’ impairments, such as mental illness, dyslexia, autism (ASD), speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means “more than minor or trivial” and long-term means lasting or expected to last 12 months or more.

Disability is said to have an adverse effect if it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, for example

- The time and effort that might need to be expended by a disabled child
- The inconvenience, indignity or discomfort a disabled child might suffer
- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his/her peers who are not disabled.

Another way of considering whether particular special educational needs are disabling is illustrated below:

	Physical, hearing, vision	Speech, comprehension	Learning	Perception of risk of danger
Autistic Spectrum		Always	Some	Always
Behaviour		Some	Some	Some
Dyslexic-Type needs			Always	
Other Learning Needs		Some	Always	Some
Physical Sensory	Always	Some	Some	Some

Although disability and special educational needs are not the same thing, a proportion of pupils at Binfield do have special educational needs which are met at ‘School Support’ level or with an Educational Health Care Plan. The school’s Governing Body and senior leaders collect information regarding staff and pupil headcount by gender, disability, age and ethnicity, including data and other information on staff recruitment and progression. The school seeks to collect this information sensitively and confidentially, while encouraging disclosure.

### 3. ACCESSIBILITY PLAN

We have developed an Accessibility Plan which aims to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment in the school to increase opportunities for disabled pupils
- Ensure that disabled children are provided with information in formats that are accessible for them.

This plan, and this policy, should be read in conjunction with our school’s SEND policy.

#### 3.1. Accessibility Plan Considerations

This plan covers three main strands of the planning duty:

- i. **Improving the physical environment of school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.**

This strand of the planning duty 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 cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and

chairs and portable aids for children with motor coordination and poor hand/eye skills, such as specialist pens and pencils.

At Binfield C.E. Primary School (VA), the provision of a special piece of equipment or extra assistance will be made through the SEND framework.

ii. **Increase the extent to which pupils with disabilities can access and participate in the school's curriculum.**

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.

iii. **Improving the delivery of information to pupils with disabilities.**

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, text books, 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, or 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' referred formats.

**Other related School Policies:**

Equality is included as an explicit aim in all of the school's policies, including:

- Equal Opportunities
- Behaviour Management Policy (including Anti-Bullying)
- Admissions Policy/Criteria
- School Improvement Plan
- School Premises Management Plan
- Policy for School Trips and Excursions
- SEND Policy
- Exclusions

### **3.2. An Equity of Opportunity Policy**

An Equity or Opportunities Policy which aims to respect and value all children as individuals, meeting their needs so they reach their full potential and taking appropriate action where there are differences in progress and attainment. We are committed to challenging and preventing all forms of discrimination, including racism, and to preparing pupils for living in a multi-ethnic society.

Through the curriculum we offer, children are given opportunities to explore acknowledge and value similarities and differences between themselves and others. Curriculum resources are carefully selected to help children to develop self-respect and respect for others, avoiding stereotypes and derogatory pictures or messages about any group of people.

Discriminatory behaviour and/or remarks are unacceptable in school. Most incidents will be dealt with within the framework of the school's Positive Behaviour Management Policy. Where a situation cannot be dealt with in this way, it will be referred to the Governors' Teaching and Learning Committee.

We have also:

- Provided specific material and human resources to ensure equal access for all to the curriculum (e.g. teaching assistants, sloping desks, tape recorders, computers, permanent hearing loop in the school's main hall, portable hearing loop for use in the school office etc.).
- Produced a provision map as a means of detailing the ways in which we modify and differentiate the curriculum to ensure equitable access and support.
- Involved the Disability Officer in monitoring our provision.
- Refurbished the wide access toilet.

## **4. INVOLVEMENT**

### **4.1. Involvement of Disabled People in Developing the Scheme**

A representative group of stakeholders, including governors, parents, children and staff, discussed the situation when this scheme was originally set up. The group felt that the school's policy as expressed in Inclusion and Equality of Opportunities Policies generally reflected what actually happens in school. They also made very helpful suggestions of ways in which further developments could be incorporated.

### **4.2. Developing a Voice for Disabled Pupils, Staff and Parents/Carers**

Class Councils and Circle Times provide an opportunity for everyone's views to be heard and for everyone to play a part in the decision making process. Through an ethos based on the UN Convention on the Rights of the Child, our status as a UNICEF Rights Respecting School, together with that of a Church school, we engage children in developing a democratic approach which actively fosters representation for disabled pupils on the School Council as a main discussion and decision making forum for the pupils.

### **4.3. Eliminating Harassment and Bullying**

The school provides a framework for its Positive Behaviour Management Policy through a Values Statement based on our Christian ethos and the UNICEF Rights Respecting Schools approach. This approach teaches children about their rights, the rights which all children have as a result of the UN Convention on the Rights of the Child, and the responsibilities which accompany those rights within the Christian ethos. It sets out the way in which the school deals with bullying issues in all cases, including those involving LDD pupils.

### **4.4. Reasonable Adjustments**

The school endeavours to make reasonable adjustments in order that all its pupils have an equal opportunity to succeed in all areas of the curriculum. The school's provision map details the teaching approaches and resources which underpin our curriculum and through which the adjustments are delivered. The effectiveness of the adjustments is monitored by outside agencies e.g. the mobility officer, the LA and Ofsted, as well as through the school's self-evaluation process.

Adjustments to school visits and residential trips are discussed on an individual basis with the involvement of the parent/carer and the child to ensure that all our pupils can participate and benefit from the experience. LDD children's participation in clubs is monitored through the SSCo scheme as well as through school self-evaluation processes and every opportunity is taken to provide clubs which meet specific as well as general needs.

### **4.5. School Facility Lettings**

The current lettings agreement is regularly reviewed with the aim of incorporating a means by which hirers can request adjustments, such as more disabled parking, for specific community and PTA events.

### **4.6. Information, Performance and Evidence**

The school gathers information about the performance of the school on disability equality under the following headings:

#### **4.6.1. Pupil Achievement:**

Pupil's progress is monitored individually and our assessment system is capable of providing assessment on individuals and a range of different groups, including children with LDD.

#### **4.6.2. Learning Opportunities:**

We plan learning opportunities to deliver our aim that every child should have an equitable opportunity to succeed.

#### **4.6.3. Admissions, Transitions, Exclusions (including Behaviour cases):**

Admissions are managed by the governors in partnership with the Local authority. For the past five years the school has had a very small number of exclusions.

#### **4.6.4. Social Relationships:**

Our status as a Christian school, Rights Respecting School and work within Global Citizenship provide a framework for our PSHCE provision. It is underpinned by the use of SEAL and other PSHCE materials throughout the school.

**4.6.5. Employing, Promoting and Training Disabled Staff:**

Our staff is representative of job applicants if not entirely of the school community. Staff with disabilities receive the same training and promotion opportunities as non-disabled staff.

## **5. IMPACT ASSESSMENT**

We recognise the importance of assessing the impact of our current policies and practices on disability equity, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning.

The school therefore regularly monitors the impact of school's policies. This is captured by means of the school's equitable monitoring process which involves

- Consultation with disabled stakeholders, in order that areas for change can be identified
- Analysis of information from data collecting relating to disability.

This Disability Equality/Equity Scheme is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to review development of any of the schools' policies and practices in order to achieve the school's vision of a welcoming and diverse community.

## **6. PRIORITIES AREAS**

Our priority areas identified in the Action Plan are being addressed through the following strategy.

### **6.1. Accessibility Access Plan (School Working Party)**

**6.1.1. Evaluation:**

There will be regular internal evaluation of this scheme as above strategies in addition to joint evaluations with the school improvement partner and Ofsted. Evaluation of this scheme will therefore be incorporated into the Ofsted SEF, as will data giving information on the number of disabled pupils in school, and their achievements.

**6.1.2. Links with other school plans and policies:**

This scheme is to be read in conjunction with the School Accessibility Action Plan. Together, they are intrinsic to:

- The School Improvement Plan
- The Equality of Opportunities Policy
- Anti-Bullying and Positive Behaviour Management Policies
- Protection of Employees and associated documents (including Bullying and Harassment)
- SEND Policy

**APPENDIX A: The Accessibility Plan 2020-2021**

**Intention 1: To improve the physical environment of school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.**

Location	Item to improve environment for all users	Activity	Timeframe	Cost (est)
Outside areas	Visual makings for edges of boundaries and edges of adventure play and railings.	Site Manager to repaint visual lines as and when required.	Ongoing through the school year as required (weather and footfall erodes marks)	Paint cost for markings. £40-£60
Children's workroom/Teachers workroom	Bespoke Nurture space with special sensory equipment	Completely refurbish the nurture space to include a range of sensory equipment and working spaces to support the needs of a wide range of pupils	By the end of the Summer Term 2021	.£10 000 (DFE grant)

**Intention 2: Increase the extent to which pupils with disabilities can access and participate in the school's curriculum.**

Target	Strategy	Outcome	Timeframe	Achievement
Ongoing training for all staff on supporting pupils with SEND and the different needs they present with.	All staff to attend appropriate training. Specialist trainers to be used as appropriate e.g. from CAMHS; SPAL; OT etc. These may be offered virtually during Covid-19	All staff have a clear understanding of the different types of SEND and how to best to support pupils with these needs.	Focus on LSA CPD as well as Teaching Staff CPD. Termly training opportunities.	SEND pupils are better supported in school and able to access learning as well as their peers.
Classrooms are optimally organised to promote the participation and independence of all	Review and implement a preferred layout of furniture and equipment to support the learning process in each teaching	Classrooms are organised to allow pupils to manage themselves without the need for support.	Reviewed at the beginning of each term and then as needed/recommended.	Full access for all learners to the National Curriculum.

pupils.  *Currently v restricted due to the Covid-19 safety rules	space. Use of visual timetables across the school and 'inclusive classroom' best practice strategies e.g. Dyslexia friendly classrooms	Pupils have ready access to a range of resources to support their learning.		
Ensure all pupils on the SEND list have a provision map and a bespoke Learner Profile in place.	Provision maps for all SEND pupils and bespoke Learner Profiles.	Provision map is up to date and forms a key part of the planning process for all pupils.	Led annually by SENDCo and reviewed termly/as and when pupil need dictates. Parent, child, teacher and LSA all part of the process.	Provision maps in place to support the needs of individual pupils.
Review LSA deployment.	Review LSA deployment to best support the individual pupils within each cohort, with particular focus on SEND pupils.	Adult support is available during key times to individual pupils who may need support.	Led annually by SENDCo and reviewed termly/as and when pupil need dictates.	Pupils who may need individual/small group adult support to participate in some activities have access to the support.

**Intention 3: Improve the delivery of information to pupils with disabilities.**

Target	Strategy	Outcome	Timeframe	Achievement
To be ready provide further resources for V.I pupil as condition changes.	To prepare some resources to be prepared for deterioration. Liaison with Sensory Consortium and acting on their advice about changes to provision. EHCP may have to be applied for depending on changes as they progress.	That V.I pupil can still access Curriculum within our school.	Ongoing (deterioration cannot be predicted) so school has prepared resources for condition at this point in time but has to be ready to react to any changes and support recommendations.	Pupil will still be able to learn through other mediums. Sensory Consortium will continue to support both pupil and school.
To continue to develop the range of software specific needs within the	Invest in further technology and the infrastructure to support it.	All pupils (Y1-6) have access to a device and software to support them overcoming specific	By July 2021 if funding can be secured	Barriers to learning reduced for pupils/ increased successes with learning and engagement

school e.g. Lexia; voice recognition; Dyscalculia catch-up and increase hardware devices (aim 1 per child) to support greater access to use technology as a 'Power Tool 4 Learning'.		barriers to learning.		