



Disability Equality Scheme **for College Park Infant School** (incorporating Accessibility Plan)

September 2007 to August 2010

Vision and Values

Our policy for inclusion contains the following **vision**:

“College Park Infant School is an inclusive establishment that values all stakeholders, staff and pupils and endeavours to give equal access to all facilities to enable every individual to aim to reach their potential”.

This accessibility plan forms an essential part of our work to promote an inclusive environment at College Park Infant School.

Our values are:

- to minimise any barriers to participation, so that College Park Infant School is as accessible as possible at all times to the disabled adults and children within our community, both now and in the future.
- to do all we can so that children with disabilities achieve their potential.
- to work in close partnership with *parents, children and other agencies, including neighbouring special and mainstream schools from and to which children with disabilities might transfer.

In order to achieve and put these values into practice, all staff are committed to play a full part in ensuring our disabled pupils are healthy, stay safe, enjoy and achieve at school, make a positive contribution, and achieve economic well-being.

We recognise that there will be many challenges to ensure our vision and values are fulfilled and that we are all learners in the process of making our school inclusive.

Background

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 pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Definitions

Disability in the DDA is defined as :

A physical or mental impairment with an adverse effect on the person’s ability to carry out day-to-day activities. Effect must be substantial and/or long-term.

‘Physical impairment’ includes sensory impairment.

‘Mental impairment’ includes learning difficulties and mental impairments resulting from or consisting of a mental disorder.

‘Substantial’ means more than minor or trivial.

‘Long-term’ means at least 12 months.

Purpose of the Plan

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

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is 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.

Audit Information

Currently at our school we have the following profile of children with disabilities.

	Number of pupils	Percentage of Pupils	Range of needs
Foundation Stage & Key Stage 1	41 x EY/SA 15 x EY/SA+ 3 x Statement 29	12.6% 4.6% 0.9% 8.9%	SEN * Medical conditions eg. Asthma, epilepsy Psychological

* SEN categories include but are not limited to the following: specific/moderate/severe/profound/multiple learning difficulties, social emotional behavioural difficulties, speech language and communication difficulties, autistic spectrum disorder, visual and hearing impairment, multi-sensory impairment, physical impairment.

In addition we know we have a number of parents and other users of our site with a range of disabilities. We recognise that there will be some families where there is a disability about which we have no knowledge. We have good links with local pre-school settings and we are increasingly aware of the number of children with disabilities who live in our area.

All of our staff have received disability awareness training in April 2006 through the Headteacher who has attended a one day Local Authority training session. Our Inclusion Manager maintains good links with other agencies who support children and families with disability issues, eg. Multi-Agency Behaviour Support Service (MABSS), Child and Adolescent Mental Health Service (CAMHS), Educational Psychology Service, local special school outreach services, occupational health service, speech and language service.

Our children with disabilities have full access to all aspects of the curriculum with reasonable adjustments made that take into account the views and abilities of the child and parents. In addition they are able to access the extended services offered by the school, although information about these services is currently only available in visual format.

The governors monitor the participation, achievement and attainment of children with disabilities through the Headteacher's report and discussions with the Inclusion Manager.

We are able to identify and analyse trends, successes and key issues using the following information:

- Attendance information
- Attainment at the end of KS1 and on-going tracking of pupil progress
- Lesson observations
- Pupil and parent interviews

Minutes of the Governing Body meetings are available by request to the School Office.

Views of those consulted during the development of the plan

In addition to the consultation with staff, we have also accessed information from the following people :

- Children in the school
- Parents of children with disabilities
- Families where there is a parent or sibling with disabilities
- Local voluntary groups eg. The autistic society
- Health professionals
- The Council of Portsmouth Schools
- The people who work in our extended school provisions.

In addition one of our governors has a minor disability and provided invaluable assistance to give us access to the views and aspirations of local people with disabilities.

Their views made us think in particular about the following :

- What it might be like to be expected to write lots of text when you have a specific learning difficulty and what it might be like to be in a noisy classroom when you are hearing impaired,
- How we make sure teaching tasks are relevant to all learners,
- Whether we might want acoustic adaptations to some of our classrooms and to our hall/dining area.
- Our arrangements for giving medicines, which were thought to be robust but not sensitive enough for the few children who may require specific medication eg. rectal diazepam.
- Whether all of our extended schools partners have had up to date awareness training.

Main priorities

1. Increasing the extent to which disabled pupils can participate in the school curriculum:

Our main ways of doing this will be as follows:

Action	Date	Cost and responsibility	Outcome
Increasing the number of adapted resources for children with disabilities in order to have equal access to the curriculum (as and when required).	As necessary	If significant under a statement of SEN down to PCC	All children will have equal access to the curriculum
Having more positive images of people with disabilities in our curriculum materials.	2007 – 2008 academic year	£100 in educational supplies earmarked for the purpose	All children will see that people with disabilities contribute positively to society. They learn about the rights of people with disabilities (and of other groups too).

Finding adapted ways of recording work and valuing the progress made by children with a significant SEN.	On-going	Inclusion Manager & Classteachers to address as & when required	Confidence & self-esteem of children with significant SEN is in line with their peers
Helping children to become more independent in the management of their medication and therefore not miss out on learning opportunities.	From Sept 2007	Admin & Support Staff	Children recognise symptoms for themselves & communicate with support staff if during a lesson or admin staff if during recreational time, to access medication

2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Our main ways of doing this will be as follows:

Action	Date	Cost and responsibility	Outcome
Consider playground markings around tree seating benches.	2007 - 2008	Contact Jan Anderson, discuss with Caretaker	Benches around trees do not present significant hazard to visually impaired people.
Decorate the toilet with disabled facilities to provide a better colour contrast.	2008 - 2009	Up to £500 for paint, materials & labour	Visually impaired can discriminate facilities more easily
Change to door ironmongery that are easier to operate	From 2008	In 2007 – 2008 undertake cost-finding quotes for modification	Children have easier access when using classroom doors to the corridor.

3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Our main ways of doing this will be as follows:

Action	Date	Cost and responsibility	Outcome
Ensure information about our clubs and extended school provision is available on a CD for parents and children where there is hearing impairment.	As & when req.	Deputy to provide information & liaise with technical support to ascertain how to produce CD	People with hearing impairments have better access to extra-curricular information
Provide some newsletters through podcasts, so aural rather than visual information.	Jan 2008	Need quotes from Drift ICT to put podcasts on website	Some newsletters are available in different formats to ensure maximum access

Management, coordination and implementation

- The governing body are responsible for maintaining the plan and ensuring the strategic actions within it are carried out.
- The Headteacher and Senior Leadership Team are responsible for day to day implementation of the plan, making sure that there is no discrimination within the school and all disabled children and families are able to access provision.
- Classteachers will identify in their planning if any specific adaptations or adjustments are required.
- All school staff and governors will provide positive role models to pupils and parents, in ensuring that there is no discrimination in our school.
- Our School Council will discuss what we do for children with disabilities regularly and their feedback will go directly to the Headteacher, who will then communicate this in turn to the Governing Body.
- Everyone is expected to report issues about access to the Headteacher and/or Chair of Governors so that these can be addressed.

REVIEW

This plan will be reviewed in July 2010 and updated. The evidence that will be taken into account will include:

- A review of the actions identified.
- Looking at the progress made by SEN pupils in particular.
- Informal discussions with parents and pupils who may have disabilities.

In addition we will make sure the plan fits in with all other school plans and policies, especially the following: School Improvement Plan, Inclusion Policy.

Getting hold of the school's plan

This plan has been made available in a variety of ways. All parents have been informed about it in our school newsletter and can have their own copy just by asking the School Office. We can produce it in large script and/or in summary form if helpful.

It is also available to children and Classteachers who have discussed the ideas within it in Circle Time and PSHE lessons.

We have tried to keep the report jargon-free but welcome suggestions for making any part of it easier to follow.

The plan is on the school's website and we can arrange for a version to be available on CD.

* Where the term 'parents' is used it includes carers or guardians of pupils.