

# THOMAS RUSSELL INFANTS' SCHOOL



## Accessibility Prodecure 2021-2024

Thomas Russell Infants' School

Disability Equality Scheme and Action Plan Audit (Aspects of data have been removed for confidentiality)

| Disability           | Physical Impairment | Sensory Impairment | Learning Difficulty and SpLD | Medical Condition | SEBD    | Sp&L/dyslexia |
|----------------------|---------------------|--------------------|------------------------------|-------------------|---------|---------------|
| Pupils               | 0                   | 5 ( ASD chn)       | 8                            | 0                 | 0       | 2             |
| Employees/Volunteers | 0                   | 1                  | 0                            | 0                 | 0       |               |
| Parents/ Visitors    | 1                   | unknown            | unknown                      | unknown           | unknown | unknown       |

## Thomas Russell Infants' School Disability Equality Scheme and Access Plan 2018 - 2021

At Thomas Russell Infants' School we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

In this scheme we will outline how we can promote disability equality for all disabled pupils, staff, parents and other users of our school.

Our school has a duty to promote disability equality and also to publish a **Disability Equality Scheme** which explains how we are doing this now and what we plan to do over the next three years.

**Our Duty** is to make sure that

- We do not discriminate against anyone as explained in the Disability Discrimination Act 1995
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We remove any barriers which may discourage disabled people from playing a full part in our school life
- We encourage full participation by everyone in our school activities

### What Do We Mean by Disabled?

There is a **definition in the Disability Discrimination Act 1995**, which indicates that we consider someone to have a disability if he or she has a *physical or mental impairment or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities*. A fuller idea of what disability means in our school can be seen in the section 'Is Tom Disabled?' in Appendix A.

### Collecting and Using Data Effectively

The data we collect and collate can inform our school of developing patterns and trends. This information will be used to support the school's self review process and also to inform future planning.

### Creating a list of people with a disability

- We have created a list of pupils who have a disability which fits the description given in the Disability Discrimination Act 1995. We have included all the pupils on the Special Educational Needs Register then added pupils with a known medical condition. Finally any other children, known to staff, that may be considered to be disabled. This is now part of the school's data available to all staff.
- Staff have the opportunity to disclose any disability to the Head Teacher in confidence. New staff will have this opportunity on an application and following appointment. (When we recruit new staff we follow the County's Human Resources guidelines.)
- Development of data showing disabilities of governors, parents, carers, guardians and other users of school will be ongoing.
- An audit of attendance and exclusions related to disabled pupils is done termly.

The full list is available in Appendix D

### Developing the Scheme with as Many Views as Possible

To achieve a welcoming school for *everyone* it is important that all users of our school have chance to voice their thoughts. Where adjustments need to be made, the best people to inform about those adjustments are the people with the disabilities. Different groups within the school have offered their ideas. See appendix E.

We appreciate the range of views from all users of our school. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes

- Being able to move around the building easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.

- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme - through training and 'awareness raising' - so that staff and pupils are thinking about being proactive in including disabled people in every aspect of school life.

Our school offers good access to disabled users at the moment but we are keen to find out how we can improve this, at present our

### School building is

- Built on one level and has provision for people with mobility difficulties to ensure they can get around easily. Ramps and wide doors are fitted and there is a marked space for car users who need to park close to the building.
- We have toilet facilities which are suitable for physical and sight impaired users of our school. Consideration has been made when choosing lighting, floor covering and ventilation.
- There are facilities in areas of the curriculum which are fully adjustable to accommodate pupils with physical disability.
- Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school.
- We will review mobility and access issues relating to the building each year at the Governors Health, Safety and Premises committee.

### Curriculum Access

- We are a Dyslexia Friendly School - Full Status.
- Children are taught using a variety of teaching and learning methods - See appendix B.
- Children with a special educational need are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- All staff (teaching and support) are trained in 'Assessment for Learning' and this is regularly updated.
- Individual Support Plans are written, SEND register is kept up to date and includes details of intervention programmes offered to pupils.

- We have good communication with lunchtime supervisors holding meetings on a termly basis. At these meetings information and advice is given to lunchtime supervisors of any reasonable adjustments they may need to make to encourage the best behaviour during the lunch hour. These focus on positive interaction with pupils.
- Advice is sought from SENSS Advisory Teacher, Educational Psychologist, Autism Outreach and many other outside agencies to inform staff of the best ways to provide 'reasonable adjustments.'
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.
- Analysis of Value Added figures help school to see how effective extra support sessions, for pupils with specific learning needs, have been.
- Embedded support systems to make sure pupils who need assessments read to them have this support provided.
- ICT is used as an aid where appropriate for pupils with a specific difficulty handwriting (e.g. use of Laptops etc) or processing speed difficulties.
- IWB's are able to offer magnified screens, coloured backgrounds and text with suitable font and colour as well as auditory support for pupils. (Can be helpful for dyslexic pupils.)

#### Communication Between Home and School

- School sends a Newsletter home every Friday available in print and also available as an email.
- Parents will be informed how they can use 'Narrator' so that the text can be read aloud at home.
- We are aiming to make all text easy to read -
- Appointments are made on a termly basis to explain and review children on the SEND register. There is always the opportunity to explain reports sent home from outside agencies.
- All parents are offered the opportunity to speak to teachers to discuss pupils' progress. Written reports and interim reports are sent out annually.

### Achievements of Disabled People

Disabled pupils are encouraged to participate fully in school life. We will do our best to encourage other disabled users of the school to become actively involved creating a community for everyone.

House Captains are voted in place by pupils and disabled pupils hold these roles successfully. Other responsible roles are also filled by a cross section of the pupils. E.g. Playground leader and School Councillors. Many other roles are fully represented by disabled pupils alongside everyone else - Playground monitors etc.

### Looking towards making things better - Evaluation

Our school aims to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'responsible adjustment' - to

- The building
- Learning and teaching styles
- Variety of methods of communication

The building and grounds will be improved to meet updated guidelines and any development will be done with consideration for disabled users.

Projects to improve the 'unstructured' time at lunch and break

- Activities are implemented to improve social skills and develop better co-operative skills during lunch breaks and offers opportunities and work associated with the Eco Group etc.

### Learning and Teaching

There are always adjustments being made to aim to improve everyone's learning experience. We will focus on checking that disabled pupils progress is in line with their abilities and that should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately.

- Academic progress is monitored and consideration will be given to the Value Added Figure.

- All pupils on SEND register will be monitored closely and action taken to ensure they can access the curriculum at their level. This may be by working in a set of similar ability or by receiving 1:1 support in specific areas. This could be for dyslexia or may equally be support of a nurturing group to develop communication skills.
- Children receiving extra support will all have their individual support targets monitored and reported back to parents or carers verbally.
- Using lesson observations by senior staff we track and analyse the achievement of all our pupils.
- Planning by subject leaders will need to identify the reasonable adjustments being made and be included in their formal plans.
- Review of the Policies in school is ongoing.

#### Communication with all the school's users

We aim to use a variety of communication methods

- Access to written information in the classroom is constantly being reviewed and information from disabled pupils and their parents is always valuable. The use of interactive whiteboards enhances learning for all pupils and equal opportunity is given for children to use this interactively.
- Encouraging an increase in the use of text reading facilities on the computer.
- There is a weekly newsletter every Friday. We do appreciate that not all of these arrive home! We are looking into making this available on the new website, offering greater access to written communication for all parents.
- One area of concern is when parents themselves have difficulty accessing text. Further consideration of this is very important. For children on the Special Needs Register, we always offer an opportunity to come into school and talk through the details. Further research needed here to accurately identify the problems and ways to overcome them.

The effectiveness of these adjustments will be monitored regularly and by asking disabled users for their opinions regularly.

#### Reviewing and Monitoring how we are Creating a School which is Welcoming and Inclusive



We will review the Action Plan annually at the Governors Standards and Learning Committee during the Summer Term. We will look again at the information we have to see if the actions we have taken have had a positive impact on the opportunities and outcomes for disabled pupils.

This can be done by:

- Regular Pupil Interviews.
- Staff awareness will be constantly raised.
- Parents opinions will be welcomed on a questionnaire sent home during the Summer Term - relating to all school matters. Also parents new to the school will be given the opportunity to complete a questionnaire in the Late September/October.

### Revision Of The Scheme

Constant reviewing will inform the scheme's revision, and setting new priorities on the Action Plan. We must always take account of disabled people's views and the information and data that we collect within our school. The revision will take place every three years.

Parents, carers and users of our school can request a copy of Thomas Russell Infants' School Disability Equality Scheme and Access Plan from the school office. Requests can be made to have a copy in large print.

Reviewed May 2022

Date of next review May 2023



Action Plan for Disability Equality Scheme  
Covering 3 years May 2018 - 2021

|                                   | Activity  | Responsible | Timescale       | Outcome                         |
|-----------------------------------|---|-------------|-----------------|---------------------------------|
| Collecting views to inform scheme | Collect views of disabled pupils at interview sessions  | Heads       | When needed     | May 18 - no requirement to date |
|                                   | Collect views of parents with SEN children at the time of the parent questionnaire  | Heads       | Annually in May | 2018 - positive to date         |
|                                   | Collect views of disabled users of school with specific focus on reading letters and information sent home.<br>Direct contact with known parents. | All Staff   | June 2018       | - Specific parents targets      |
|                                   |   |             |                 |                                 |
|                                   |   |             |                 |                                 |

|                       | Activity  | Responsible | Timescale | Outcome               |
|-----------------------|---|-------------|-----------|-----------------------|
| Using Data to Develop | Update disabled register and offer this list to staff to add where necessary  | SENCO       | Ongoing   |                       |
|                       | Establish method of collecting data on SIMS to analyse <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Exclusions</li> <li>• Academic performance</li> </ul> | SENCO       | Ongoing   | Half termly completed |
|                       |   |             |           |                       |

|                          | Activity  | Responsible     | Timescale | Outcome  |
|--------------------------|---|-----------------|-----------|----------|
| Policies and Initiatives | Ensure all related policies are reviewed regularly          | governors       | annually  | achieved |
|                          | Include aspects of Disability Equality in school assemblies | Leadership Team | Ongoing   | achieved |

|                            | Activity  | Responsible         | Timescale                  | Outcome  |
|----------------------------|---|---------------------|----------------------------|--|
| Access to wider curriculum | Remove any barriers to allow all children to access school visits and other extra-curricular activities | All trip organisers | September 2011 and ongoing | All chn access<br>Funds available if a problem,<br>all disability friendly |



**Assessment** will be

- the completion of essential set up tasks
- the impact of better awareness of everyone in school producing more positive opinions, better academic results
- a reduction in the proportion of exclusions of 'disabled pupils'

**Monitoring and evaluation** to be done annually by the 'Learning & Standards Committee' during the Summer Term

Appendix A

Definition of Disability as written in the Disability  
Discrimination Act 1995

PART I

DISABILITY

*Meaning of  
'disability' and  
'disabled  
person*

1. - (1) Subject to the provisions of Schedule 1, a person has a disability for the purpose of this Act if he has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

(2) In this Act 'disabled person' means a person who has a disability.

*Past disabilities*

2. - (1) The provision of this Part and Part II and III apply in Relation to a person who has had a disability as they apply in relation to a person who has that disability.

(2) Those provisions are subject to the modification made by Schedule 2.

(3) Any regulations or order made under this Act may include provision with respect to person who have had a disability.

(4) In any proceedings under Part II or Part III of this Act the question whether a person had a disability at a particular time ('the relevant time') shall be determined, for the purpose of this section, as if the provisions of, or made under, this Act in force when the act complained of was done had been in force at the relevant time.

(5) The relevant time may be a time before the passing of this Act.



## Fuller Definition of Disability

The Disability Discrimination Act defines a disabled person as someone who has *'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'substantial'* means *' more than minor or trivial.'* *'long-term'* means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments such as

- Dyslexia
- Autism
- Speech and language impairments
- Attention Deficit Hyperactivity Disorder (ADHD).

An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The effect on normal day-to-day activities is on **one or more of the following:**

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing and eyesight
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

There are special provision for people with progressive or recurring conditions.

At Thomas Russell Infants' we will collect details of disabled

- Pupils - A list will be created using SEN register, medical records and entry data sheets. This will be held on the main school data base.
- Parents/Guardians/Carers - this information will be gathered from disclosure to school or from entry data sheets. This will be held on main school data base.
- Staff - by choosing to disclose the disability in confidence to the Headteacher. In future this information will be ascertainable from a job application form. This will be held on main school data base.

**Disability Information will be Audited According to Type:**

| Type of Disability                 | Including   |  |
|------------------------------------|---|--|
| Physical Impairment                | Mobility difficulties, limb malformation, missing limb  |  |
| Sensory Impairment                 | Sight and Hearing impairment  | Sight problems corrected with glasses or lenses do not qualify |
| Learning Difficulty including SpLD | Dyslexia, dyspraxia, ADHD, ASD, Obsessive compulsive Disorder                                       |  |
| Medical Condition                  | Diabetes, Arthritis, Cancer, Depression and many other conditions which require long term treatment |  |

|  |   |  |
|--|---|--|
| Social, Emotional and Behavioural Difficulties | Behaviour and emotional differences which impact daily life               |  |
| Speech and Language                            | Development delay or physical difficulties leading to Sp & L extra needs. |  |

### 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 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 fairly heavy items
  - Continence: going to the toilet or controlling the need to go to the toilet
  - Speech: communication 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 and visual presentations in the classroom.
  - Emory 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. 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 question 1 to 4 then Tom is probably disabled under the Disability Discrimination Act. If Tom received 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.

### The three circles based on the NC inclusion statement

See National inclusion doc.

**Learning objectives:** Inclusion is not necessarily about every pupil working on the same learning objectives as every other pupil in the class. Where necessary teachers should use earlier or later objectives for pupils who are out of step with their peers. They can then plan how to address these objectives through differentiated questioning, the support of a bilingual assistant and demonstration during whole class teaching, and through the work they plan for individuals and groups.

**Access:** Teachers should also be very aware that newly arrived pupils can work on the same learning objectives as others in the class, as long as the teacher plans access strategies to overcome a barrier between the pupil and the learning, for example if a barrier is lack of fluency in English explanation can be given in the pupil's first language, bilingual writing frames can be used and starter activities might include practice, processes or prompts (see useful weblinks).

**Teaching styles:** This means varying teaching styles to take account of the way in which different pupils learn, for example use of visual, auditory and kinaesthetic modalities, varying length of tasks and whether tasks are open or closed.

The three circles are often in use in classrooms, but usually not all together. For example, the learning objectives may be right in programmes, which

break mathematics learning down into very small steps, but if teaching styles are not also varied you will get 'death by worksheet'. To give another example, the access strategy may be to attach a teaching assistant to the child, but if the appropriate learning objectives and teaching styles are not also adjusted, the child may be 'helped' to access a totally inappropriate curriculum.

Example: Pupils with a Special Educational Need or Disability

Entry 2005

PLEASE NOTE deletion of aspect for confidentiality

| Name | Reasonable Adjustments  | Impairment | Status |
|------|---|------------|--------|
|      | <ul style="list-style-type: none"><li>• TA support in core subjects</li><li>• 1: 1 tuition</li><li>• Nurture group</li><li>• Positive behaviour plan</li><li>• Outside agency support</li></ul> |            |        |

