

Stondon Lower School

Equality Act 2010, School Accessibility Plan 2014 - 2018

Updated May 2016

Introduction

All schools have a duty to produce an Accessibility Plan in accordance with the **Equality Act 2010** (EA) which replaced previous discrimination legislation and the extension of reasonable adjustments to include auxiliary aids and services, which came into force on 1st September 2012. In summary, schools cannot discriminate against an individual on the grounds of (**protected characteristics**):

- sex
- race
- disability
- religion or belief
- sexual orientation

The Purpose of the School's Plan: Vision and Values

Stondon Lower School is a 'Values Education' school. We encourage children to become confident, responsible and caring individuals. Positive core values such as respect and responsibility become the focus of the school with role modeling, discussion, debate and reflection being used to encourage positive behaviour, confidence and self-esteem.

Our mission statement, "Everyone, Every Chance, Every Day" ensures all children have equal opportunities/access to learning regardless of disability, impairment, gender or ethnicity in a caring, nurturing environment. We aim to provide a positive learning experience for children to participate and achieve in every aspect of school life.

Our school also intends to increase accessibility for staff and members of the public with disabilities/impairments ensuring we provide extended schools provision and greater community cohesion.

Principles

- Compliance with the EA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;
- The school recognises its duty under the EA as amended by the extension of reasonable adjustment on 1st September 2012:
 - not to discriminate against pupils who are protected by law in regards to the above "protected characteristics" in their admissions and exclusions, and provision of education and associated services
 - not to treat individuals less favourably in regard to the "protected characteristics"

- to take reasonable steps to avoid putting pupils or adults at a substantial disadvantage because of any of the “protected characteristics”.
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff have reviewed the Department for Education’s briefing note “The Equality Act 2010 and Schools” to ensure the school is fully compliant.
 - The school recognises and values parents’ knowledge of their child’s additional needs 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; and endorses the key principles in the school’s curriculum, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils’ diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objectives identified above.

a) Education and related activities

- The school will continue to seek and follow the advice of the Local Authority (LA), such as specialist teacher advisers and SEND inspectors/advisers, and if appropriate NHS health professionals.
- Relevant training for key adults is undertaken to ensure all needs are met in relation to the provision of a broad and balanced curriculum for all pupils. This training includes medical needs and SEND needs as appropriate.
- Where additional support is required to ensure access to the curriculum or improved welfare for the pupil then a robust interview process will take place ensuring the right person with the right skill set is employed.
- Planning for specific needs of an individual child will be the responsibility of the class teacher and teaching assistant who will call on the SENCO or other relevant subject leader to assist them in their judgements to meet the needs of individual pupils. External support from relevant agencies will be sought when such need is identified. Parents will be involved in discussing what provision is needed for their child to succeed and achieve their potential.

- Under the EA duty, schools and LA's have a duty to supply auxiliary aids and services as a "reasonable adjustment" where these are not supplied through SEND Statements/Early Health Care Plan (EHC)/SEND support plan or other sources. The school will review individual cases to determine whether this is a "reasonable adjustment". *There should be no assumption that if an auxiliary aid is not provided under the SEND regime then it must be provided as a "reasonable adjustment"* (Department for Education, The Equality Act 2010 and Schools, May 2014).
- In May 2016, the school was awarded the Diabetes Good Care Award from Diabetes UK, following a nomination from a parent. This again, reaffirms the school's commitment to meeting individual's needs and making reasonable adjustments.

b) Physical environment

- The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
- Plans to improve and maintain the buildings and surrounding grounds are reviewed annually with regard to statutory requirements: eg Asbestos reports, Health and Safety legislation, Fire Risk Assessments, LA requirements and basic maintenance.
- The school was extended in 2010 and the new build section complies with current buildings regulations and disability guidelines.
- Reasonable adjustments to the building are made as the need arises and finances allow. When re-painting, light colours for the walls and dark blue for the flooring will be used to aid adults and children who are visually impaired. This light and dark combination will continue as each area is re-furbished.
- The Caretaker/Business Manager constantly monitors the buildings and grounds and this is regularly reported to the Full Governing Body regarding the condition of the school and the accessibility needs of the people using the facilities.

c) Provision of information

- The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. When specialist advice is needed for school to provide the correct aids the SENCO contacts the relevant body such as the physiotherapist or medical professional. A risk assessment is carried out for the adult or child and a plan put in place to provide for the needs. Occupational health and the school nurse have previously made valuable contributions to ensure the school is providing the right aids to ensure full access to the building, grounds and curriculum.

- The plan is a working document and is constantly changing to meet needs and contributions are sought from relevant experts. Governors have been pro-active in formulating an admissions policy and information leaflet to enable our youngest pupils have a positive start to their education. Provision of improved furniture in the classrooms on a rolling programme and specific furniture as part of everyday policy and procedure where needed has been put in place to emphasise the importance the governors place on this school being fully inclusive.
- The Accessibility Plan forms part of the School Development Plan and as such the aspects of the plan are monitored by the Headteacher and Senior Leadership Team on a day to day basis; by the School Improvement Partner once a term; by the Governors at regular Whole Governing Body Meetings. Specialist support is bought in where necessary through a number of Service Level Agreements in relation to support for curriculum, buildings and statutory requirements in relation to accessibility and equality issues.

d) Financial planning and control

- The Headteacher with Senior Leadership Team, together with Governors will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

Linked Policies

This Plan will contribute to the review and revision of related school policies eg:

- School Development Plan
- Premises plan
- SEND policy
- Admissions policy
- Curriculum policies

Involvement in the Accessibility Plan

The following people have been involved in the development of this scheme:

- Pupils/parents/carers
- staff
- governors
- regular external visitors to the school
- members of the wider community (where appropriate)

The methods used to access views and ascertain 'wants' have included:

- questionnaires
- parent forum meetings
- meetings with parents to discuss Individual Education Plans (IEPs)
- meeting with staff and governors and other stakeholders as appropriate

By analysing the data from the above responses, we have been able to:

- identify priorities eg for the accessibility plan
- identify any barriers to learning/access to our school community

Action plan

The following action plan will outline our school priorities for the next 4 years to meet the general duty and make practical improvements for pupils and adults with additional needs within our school community.

Key Priorities:

- Improving information gathering mechanisms including data for After School Club pupils etc
- Impact assessment of policies and practice
- Increasing access to:
 - the curriculum
 - the environment
 - information

Annual monitoring of the action plan will take place along with any subsequent updates.

The school will inform all stakeholders annually on the progress of the action plan and any updates.

Response from Equality Duty Questionnaire 2016 - (142 pupils on roll)

- 142 questionnaires were issued to parents, 24 to staff and 16 governors (including staff and parents governors), plus approximately 23 helpers/volunteers = 205 forms
- 89 completed responses were received (43%)
- 84 made no comment regarding disability/equality issues/concerns (40%)
- 3 respondents commented that children had medical conditions such as Diabetes/Asthma/Epilepsy (.01%)
- 2 respondents commented that children wore glasses

Currently we have 20 children (14%) on roll with medical conditions. These children's needs are assessed when required with review of care plans and Individual Education Plans, where appropriate. No further action is required within the action plan.

No additional comments/concerns were raised. Two parents commented favorably about the SMILE intervention support and felt this was a very helpful resource for the children.

Stondon Lower School Disability Equality Scheme – Action Plan October 2014 – 2018 – updated June 2016

Priority	Task	Timescale	Resources/Cost	Responsibility	Monitoring	Update
1	Issue out annual equality questionnaire to all stakeholders, analysis to inform action plan	March 15	Office time	MT	SW	Issued January 15, analysis produced March 15 (see below)
1	Ensure all building refurbishment complies with current disability guidelines including redecoration etc (see page 3)	March 16 (on-going)	As required	MT	SW	To be included on 15/16 budget maint plan
1	Improve external lighting around perimeter of school.	March 16	Additional lighting	RT	MT	Completed February 2015
1	Ensure school is fully compliant with regards to new legislations Administration of Medicines in Schools (DfE)	Summer 15	Office time	LG	MT	To be completed by Headteacher by end April 2015
1	Ensure all policies consider implications of the Equality Duty.	Annually	Policy review time	Govs/staff	SW	As policies are being reviewed, equality duty statement is being added.
1	Continue to support disability charities as chosen by children/staff	Annually	School Council meetings/time	EH	MT	This is reviewed annually by school council.
1	Ensure children's care plans are updated annually	Annually	Time	AS	SW	On-going
1	Ensure Accessibility Plan is available for parents on website	Annually	Time	MT	SW	On-going
1	Governors' section of learning platform to contain Equality sub-folder with appropriate school documents	Easter Holiday 15	Time	MT	SW	Completed Summer 2016
1	Governor to be present on INSET day for Equality overview with staff	Easter 15	Time	MT	SW	
1	Equality update to be provided for parents' newsletter	Easter 15	Time	MT	SW	Carried out annually in response to annual questionnaire
1	Governor equality overview and British Values to be discussed at forthcoming governors' meeting	Summer 15	Time	MT/JG	SW	Completed September 15 meeting. To be further discussed May 16 FGB.

1	Install manual light switch in boys KS1 toilet for assist child with sensory issues	March 2016	Electrician	MT	SW	Completed April 2016
1	Artsmark Award – KS1 to complete the culture challenge within school time and at home. KS2 to complete Discover Arts Award and take part in art workshops.	March 2016	Culture Challenge certificates (free of charge) KS2 certificates Discover Arts Award (£150) Log books (£181)	CE	SW	Completed in May 2016
1	Artsmark Award – whole school projects to include The Battle of Britain, D&T and creative arts days.	May 2016	Curriculum time	CE	SW	May 2016
2	Install new lockable medicine cabinet and shelving in staffroom for children’s medication.	Easter Holidays 15	£40.00 – shelving and medicine cabinet	RT/LG	MT	Completed Aut 15
2	Ensure first aiders listing is correct and updated	February 15	Office time	MT	SW	Completed February 2015
2	Ensure staff receive diabetes/asthma/epipen training update annually	January 2015	Time	MT/SW	SW	Completed January 15 and April 16.
	Actions Completed from Previous Plans					
	<i>Implement picture/visual timetable as required to meet individual need</i>	<i>December 2012</i>	<i>TBA</i>	<i>AC/AS</i>	<i>MT</i>	<i>Oct 13: completed 2012</i>
	<i>Install grab bars in boys toilets (Puffin/Heron class)</i>	<i>February 2013</i>	<i>£30.00</i>	<i>CN</i>	<i>MT</i>	<i>Oct 13: reviewed/ not required Spring 2013</i>
	<i>Staff to review existing provision to determine if additional requirements are needed.</i>	<i>February 2013</i>		<i>Teachers</i>	<i>MT</i>	<i>Oct 13: on-going</i>
	<i>Install disabled access door in Owls classroom to Playground</i>	<i>Completed Dec 08</i>	<i>Incorporated within phase 1 window project</i>	<i>MT/JD</i>	<i>JD</i>	<i>Completed</i>
	<i>Increase emergency lighting levels in hall area with standalone unit</i>	<i>Completed Jan 09</i>	<i>£15.00</i>	<i>MT</i>	<i>JD/LG /MT</i>	<i>Completed</i>
	<i>Construction of disabled ramp in main entrance area with level platform.</i>	<i>Completed Spring 10</i>	<i>£8,500</i>	<i>JD</i>	<i>JD</i>	<i>Completed</i>
	<i>Reposition entrance buzzer system for greater disability access</i>	<i>Completed Spring 10</i>	<i>Await decision on new classroom Build</i>	<i>MT</i>	<i>JD</i>	<i>Completed</i>

	<i>Construction of ramps/raising of pavement to ensure same height as doors by main corridor fire exit/hall fire exits/end of corridor fire exit.</i>	<i>Aut term 2009</i>	<i>TBA</i>	<i>MT</i>	<i>JD</i>	<i>Completed</i>
	<i>Replace fire escape signage and other directional signage with Braille versions etc</i>	<i>Aut/Spr Term 09/10</i>	<i>TBA</i>	<i>MT</i>	<i>JD</i>	<i>On-going as required</i>
	<i>Review external exit/entrance lighting requirements</i>	<i>Completed Spring 10</i>	<i>Await decision on new classroom Build</i>	<i>MT</i>	<i>JD</i>	<i>Completed</i>
	<i>Increased awareness of Disability Equality issues to all stakeholders</i>	<i>On-going</i>	<i>Newsletters, articles/staff training etc</i>	<i>JD/MT</i>	<i>JD</i>	<i>Completed – annual review</i>
	<i>Increased awareness ie, further visits from Guide Dogs for the Blind Ass, continued charity events eg Great Ormond Street, Sunflower Blind Association appeal etc.</i>	<i>Annually</i>	<i>No cost to school, resource time</i>	<i>DP/Teachers /AK</i>	<i>MT</i>	<i>Ongoing</i>
	<i>Annual charity sponsorship to continue to be agreed by School Council with emphasis on charities which directly affect children in school – refer to SEND register/medical listings</i>	<i>Annually</i>	<i>As above</i>	<i>DP</i>	<i>MT</i>	<i>Ongoing</i>
	<i>Termly meeting with staff to determine if all specific needs are being met or any “short-term” issues</i>	<i>Termly</i>	<i>Staff meeting feedback</i>	<i>MT/JD</i>	<i>MT</i>	<i>Ongoing – staff meetings</i>
	<i>SENCo will meet with class teachers every half term to look at progress and achievement. Measures to be put in place to address any issues linked to DES</i>	<i>Termly</i>	<i>Meeting time/ DES</i>	<i>JD</i>	<i>JD</i>	<i>Ongoing</i>
	<i>To continue with termly meetings with parents to ensure full access to the curriculum for specific children.</i>	<i>Termly</i>	<i>Meetings with parents</i>	<i>Teachers</i>	<i>JD</i>	<i>Ongoing</i>
	<i>Annual review of DES and accessibility plan</i>	<i>Annually</i>	<i>Document</i>	<i>MT</i>	<i>JD</i>	<i>Ongoing</i>
	<i>Continue regular children updates and liaise with appropriate outside agencies for advice and support</i>	<i>As required</i>	<i>Meetings/update forms</i>	<i>JD</i>	<i>JD</i>	<i>Ongoing</i>
	<i>Ensure appropriate staff training is organised for specific disabilities/issues.</i>	<i>As required</i>	<i>Funding for course, if appropriate, cover in class</i>	<i>JD/AK</i>	<i>JD</i>	<i>Ongoing</i>
	<i>Consider construction of Disabled parking space</i>	<i>As required</i>	<i>Agreed, school can have use of village hall disabled space on perm basis</i>	<i>JD/MT</i>	<i>JD</i>	<i>Ongoing</i>

