



Disability Equality Scheme & Accessibility Plan 2019-20

At Perton Primary Academy we aim to ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally. We aim to focus on removing barriers to learning so that all children can freely enjoy and experience life to the full.

The school has set the following priorities for the development of the vision and values that inform the plan by:

- Informing all staff and stakeholders of updates related to Accessibility planning
- Increasing Disability awareness amongst pupils through their learning
- Increasing the school's role in the wider community, developing links with charities and organisations that support those with disabilities.

Pupil Information:

At Perton Primary Academy our school community includes a range of pupils who have disabilities. These are supported through a range of reasonable adjustments in order to ensure they achieve their potential. The school has evaluated systems in place to identify Special Educational needs and / or disabilities and all staff are made aware of who to see and how to reduce the impact of their SEN/Disability needs to provide an 'inclusive education'.

The definition of a Disability outlined by SENDA (2001) and accepted by the school is 'anyone with a disability being one who have a physical or mental impairment which has a substantial and long term (at least 12m) adverse effect on his/her ability to carry out normal day to day activities'.

The school is a 1 floor site with extensive grounds and provision for 2 form entry. There are interactive whiteboards in all class rooms. At present, pupils with a disability can with support, access all facilities within the school. We have 2 disabled toilets.

Off-site activities have to be accessible for all pupils. It is the responsibility of the EVC 'Educational Visits Co-ordinator' to plan and access all off-site trips / activities so that all pupils can fully experience those that they would not experience outside the educational setting.

The curriculum is time-tabled so that all pupils have equal access to each subject. Pupils are encouraged to take part fully and make the most of themselves through a range of school initiatives; peer and self-evaluation, school council and teacher-led differentiation.

Through our Yoimoji values, the school council, pupil interviews and learning walks. Pupils are supported to play an important role in creating a 'pupil-led' ethos.

Pupils' awareness of 'Bullying' is covered through PSHE and addressed through the school council. All pupils including those with SEN/disabilities have their achievements celebrated within school in many ways; whole school assemblies, Star of the Week awards, Music and Sporting achievements and 'Marvellous Me' parent engagement messaging tool.

Pupils with SEN or those with disabilities are individually monitored by the class teacher and formally through Pupil Progress Meetings and termly data capture on 'Educater' tracking system.

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

At Perton Primary Academy, we have some pupils who come into the setting with communication or speech needs. All staff recognise and report any pupils who are experiencing problems with accessing information.

The school has a good network of support through the SENCo and SENSS in accessing specialist support. Staff are trained to deliver Speech & language programmes using Makaton, Early talk Boost, simplified language and large print. All staff are fully aware of pupils within their classes on the SEN register, their targets and the resource and provision they need to progress.

Staff have been trained to use a variety of ICT programmes to improve readability of texts and accessing information.

The school makes its accessibility plan available in the following ways:

- All staff and SEN Governor will be given or signposted to a copy of the action plan.
- All stakeholders will be made aware of the published plan via the web-site.
- Hard copies available to take away on request using colour and dyslexic friendly font.
- The plan can be discussed via a meeting with the Principal, SEN Governor and SENCo

OBJECTIVES

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
2. To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
3. To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
4. To recognise and celebrate diversity within our community whilst promoting community cohesion.
5. To ensure that those with management responsibility and individual members of staff accept responsibility for planning teaching, learning and curriculum apply this policy to all we do.
6. To ensure that learners and parents are fully involved in the provision made by the school and to increase transparency.
7. To ensure that within the academy budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

STRATEGIES

1. Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
2. Parents and governors will be involved and consulted about the provision being offered by the school.
3. Teachers will ensure that their planning, teaching and learning takes account of this policy and they will see that the equity duty underpins all their work.
4. The diversity within our school and the wider community will be viewed positively by all and will be recognised as a positive, rich resource for teaching, learning and the curriculum.

5. Training opportunities will be provided for staff, to raise awareness of their Equality Duty and provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
6. Active contributions will be sought of parents and others to enrich teaching, learning and the curriculum.
7. The positive achievements of all pupils will be celebrated and recognised.

Perton Primary Academy Disability Equality Scheme and Accessibility Action Plan 2019-20

Appendix 1

Aims

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with disability to use the physical environment of the academy, the curriculum and ensure equality in regards to access of information.
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

Our Action Plan

Improving the curriculum access at Perton Primary Academy.

Target	Strategy	Outcome	Timeframe	Success Criteria
All out of school activities are planned to ensure the participation of a whole range of pupils.	Review out of school provision to ensure compliance with legislation. SN and SP to review after-school club provision.	Afterschool clubs will be conducted in an inclusive manner that complies with legislative requirements	Ongoing timeframe	Increase in access to all out of school activities for all disabled pupils
Ensure that environment and delivery of curriculum uses enhanced dyslexia friendly strategies so that it is accessible for all pupils.	Review environments, displays and teaching resources. Termly monitoring.	All workbooks, worksheets, displays will use DF strategies. Children able to independently use strategies to support their learning.	Short term	Involvement of all staff in learning walk/completion of environment checklist.
To increase the extent to which pupils with a physical disability can participate in the curriculum (Specifically PE).	Liaise with Physio therapists to increase opportunities for all children.	PE lessons/clubs to be inclusive.	Short term	Pupils with disability to be included in all activities- focusing on football and gymnastics.
Classrooms are optimally organised to	Review and implement a preferred layout	Prompt lesson timings without the need to make	Monitor classroom environments to	Increase in access to the National Curriculum.

promote the participation and independence of all pupils.	of furniture and equipment to support the learning process in individual class bases	adjustments to accommodate the needs of individual pupils.	ensure inclusive practice. Oct 19	
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Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Success Criteria
Availability of written material in alternative formats.	Office aware of MAT services to convert written information into alternative formats.	Academy able to provide written information in different formats when required for individual purposes.	Ongoing - Long term target	Delivery of information to pupils, adults with a disability improved. Use of email, text messages to communicate information.
Make available school brochures, newsletters and other information for parents in alternative formats.	Promote availability of school publications in different formats for those that require it	All school information available for all.	Ongoing - Long term target	Delivery of school information to parents and the local community.

Improving the Physical Access

Item	Activity	Timescale
Anti-slip mats	Anti-slip floor mats to be in place by entrance doors	Sept 19
Improve Reception facilities for access with a wheelchair	Move the bell to a maximum height of 800mm. Provide a lap tray to lean on for signing forms.	Sept 19
Communication system for collection from After-school Club	Bell or other communication system at max height of 800mm	Sept 19
Interactive White board background.	Staff to ensure Dyslexia friendly backgrounds to be used, ideally cream, but anything other than black on white.	Sept 19
Medical room	A place to lie when feeling ill is needed in the medical room eg if a child suffers a fit and needs a place to recover	Sept 19

Policy written by Mrs. Threlkeld / Mrs Edmonds - SENDCo
Approved by LAC July 2019