



***Berkswell C of E School
Disability Equality Scheme
and Accessibility Plan 2013***

“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.

The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place”

Bert Massie
Chairman
Disability Rights Commission



Berkswell C of E School Disability Equality Scheme and Accessibility Plan 2013

3-year period covered by the plan:

November 2013 – Jan 2016.

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Introduction

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.

This plan sets out the proposals of the Governing Body of Berkswell 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.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school.

1A: The purpose and direction of the school's plan: vision and values

Our mission is to create a happy, caring, hardworking, Christian community, where everyone is valued, listened to and respected. We work together to encourage all to achieve their best and to be independent, confident people, understanding of their own needs and supportive of those of others.

- At Berkswell we know that good relationships, founded on Christian principles, are the way to create a happy and successful school.
- In exploring and reflecting upon Christian, spiritual and moral values, we recognise the importance of co-operating with others. We aim to encourage and develop in each other, a true sense of self-motivation and worth. We understand the need for mutual respect for all members of our school community and beyond.

- As a healthy school we have created a broad and balanced curriculum which aims to excite and motivate children, promoting their enthusiasm for learning and inspiring them to acquire a wide range of useful skills and knowledge.
- We encourage our children to appreciate and understand their local community and environment as part of the wider world and recognise the need to respect and work alongside others, valuing their ideas and beliefs.
- We celebrate the individuality and diverse contributions of all members of our school community.

We subscribe to the vision developed by the multi-agency conference on Inclusion held in Solihull in 2002 which stated:

'We believe that inclusive education is the right of every child and that an inclusive environment is one that promotes a child's sense of belonging and makes education an enjoyable and fulfilling experience socially, emotionally and academically.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school and every member of Staff shares the responsibility to:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

1B: Information from pupil data and school audit

Berkswell C of E Primary School is a Voluntary Aided one form entry Nursery and Primary school in the rural south east of Solihull MBC. At present there are 240 pupils on roll, of whom 9 are identified as having Special Needs.

No Special Needs	School Action	School Action Plus	Statemented	No. on roll	SEN without statements	SEN without statements %	Statement % of school	% SEN (including statements)
231	3	4	2	240	7	%	0.83%	%

Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Profound & Multiple Learning Difficulty	Behavior, Emotional & Social Difficulties	Speech, Language and Communication Needs	Hearing Impairment	Visual Impairment	Multi-Sensory Impairment	Physical Disability	Autistic Spectrum Disorder	Other Difficulty/Disability
7	2	0	0	0	2	0	0	0	0	2	0

There have been no parents who have notified us on our admission forms that their child/children has any disability other than those noted above.

No employee or user of the school's facilities has notified us of any disability

Berkswell Special Needs / Disabilities

We have worked with pupils with varying special needs, some of which have statements of need. We run OT and exercise programmes and work with OTs, physiotherapists, speech and language therapists and other inclusion workers. All pupils are mobile.

The School's Strengths and Weaknesses in Working with Disabled Pupils

School staff have experience of working with a wide range of pupils with special needs. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Every teacher is issued with an SEN File. This contains information on each pupil with special needs/disabilities and outlines their strengths, difficulties and strategies for supporting the pupil in the classroom. It also contains further information and guidance on a range of needs (ASD, ADHD, SpLD etc) and gives ideas of how to best support pupils with these disabilities. This information is updated annually and issued to staff at the start of the school year. In addition, updated information is issued to staff as appropriate, following Annual Reviews for example. Support staff also have access to this information.

SENCO works closely with SISS to match provision, support and advice to pupils. Increasing personalisation of learning is delivered, especially by Learning Support Assistants (LSAs) 1:1, and Teaching Assistants with small groups.

Staff attend appropriate courses and in school training. Further specific training is undertaken as appropriate. However, there is regular liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- Solihull Inclusion Support Service (SISS); both academic, physical and ESBG advice. Weekly input.
- Education Welfare Service
- Speech and Language Therapy Service;
- Occupational Therapy Service;
- Children's Physiotherapy Service;
- CAMHS;
- Psychology Service.
- School Nurse / Primary Healthcare Trust
- Parent Partnership

Robust systems are in place to ensure the smooth transition of pupils from Pre-school / Playgroup / other settings/ home to both Nursery or Reception, depending on the point of entry to school. Attendance at pre school Reviews and liaison with agencies involved such as Early Years support staff/ Health visitors ensures Special Needs are planned for before pupils join us. Any care plans required are drawn up in conjunction with parents and health care workers.

We liaise similarly with feeder schools, SENCOs and agencies for children who join at other times with identified needs. Likewise we take active part in liaising with Secondary schools or other receiving schools.

All pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness training for all staff is a continuing undertaking. We have access to an effective bank of resources and expertise to ensure that all work is appropriately differentiated and accessible to all pupils.

Provision maps are in place to show the range of resources and support mechanisms in place for disabled pupils and those with special educational needs across the school – see appendix 2

The physical layout of the school presents difficulties for non-mobile pupils and staff.

- Stairs to administration offices, stockroom, headteacher's room and staffroom
- Steps to Reception and Year 1 cloakroom and toilets
- Steps in to the hall
- Steps from the playground in to school
- The school site is set on a marked slope.

Areas for Development:

- Raising of awareness for all staff of what the DDA expects of them
- Raising of awareness for all governors of what the DDA expects of them
- Training and INSET for staff to continue to ensure appropriate differentiation of work across the curriculum
- Monitoring and analysis of patterns of attendance and exclusion for disabled pupils
- detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;
- Monitoring access to and detailing achievements in extra-curricular activities.
- Consult more widely on the contents of this plan and the provision for members of the school community with a disability.

1C: Views of those consulted during the development of the plan

For pupils with a statement of SEN or those on School Action Plus of the SEN Register, the views and aspirations of disabled pupils are formally gathered annually through the Annual Review process. This seeks to establish what is going well and also any concerns or barriers to progress from the pupil's point of view. Their parents also have the opportunity to express their views either in writing or simply verbally at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

A questionnaire will be issued to the parents of any disabled pupil in order to establish more fully their views and opinions. From the information we receive from the audit we will seek to further enhance our provision for disabled pupils. See Appendix 3

A similar survey will be conducted with disabled staff in school should any staff make us aware of any disability.

Areas for development:

- Questionnaire / audit issued to appropriate parents and analysis of results
- Amendments of DCSF as a result of information gathered from the audit
- In the case of disabled people being recruited and employed at Berkswell analysis of their views and roles and liaison with LA for advice.

Making it happen

2A: Management, coordination and implementation

The governing body has responsibility for the school accessibility plan and Disability scheme. The progress toward meeting the targets set in the plan will be reported annually. This plan, together with the school's SEN Policy, will be reviewed and revised by the SENCO and SLT in consultation with disabled stakeholders and representatives of the Governing Body.

“Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class and subject teachers, dinner staff, the SENCO, the premises manager, curriculum coordinators and heads of department, administrative staff and governors themselves.”

2B Availability of the school's plan.

The Disability Equality Scheme and the Accessibility Plan for Berksell C of E Primary School is available on request from the school.

Areas for development:

- Ensure that all school plans reflect priorities for developing access for disabled pupils, including the School Improvement Plan, Asset Management Plan, School Self Evaluation Form, Health and Safety Policies, other School and Subject Policies as they are reviewed.

Appendix 1

Definition of disability

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

The DDA 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'** (see definition below of 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 children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Disability and special educational needs

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement or who are at *School Action Plus* will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and DDA disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia Emotional Behavioural Difficulties (EBD - social factors) Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor Impairment (long term) Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Significant Dyslexia Epilepsy Non –verbal ADHD Autism EBD (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health Issues Disfigurement Eating disorder Lack of limbs Sickle cell Anaemia Gross Obesity Very Short Stature

Appendix 2

Berkswell C of E Primary School Whole School Provision Map – 2013

Provisions common to all Year Groups:

Resource	Time/Cost	Accessed By
Whole-school target setting in English, Maths and Science for classes, groups and individuals	Annual staff meeting and termly reviews	Staff and SMT
IEPs drawn up and issued as appropriate	SENCO/ Class Teachers	Parents of SEN , Staff
Liason with previous school (for new pupils)	Teacher / secretarial time	Staff with ref to any pupil
Liaison on pupils with SEN with Staff	SENCo Time	Staff
Reviews held for SEN pupils	Staff involved time	Parents,pupils,staff,agencies
Differentiated materials and resources (Particularly English/ Maths resources)	SEN Capitation + subject budget costs	Staff +Pupils
Individual/ paired teaching and In-class support for Statemented students	LSAs (delegated funding)	Targeted students
General in-class TA support	3 full, 2 part time TAs	Benefits all classes
Before school exercise programme for specific pupils	LSA 20 minutes	Targeted pupils
Before school aerobics club	30 minutes, weekly	Upper Key Stage 2 pupils
Lunchtime programme for vulnerable students	TA's monitor / Year 6 "Friendship stop"	Targeted pupils
All catch up / support / intervention programmes	TA time	Targeted pupils
Dyslexia Friendly Access Strategies (Mind maps/word walls/ writing frames etc)	Training for staff	Benefits all students
Learning Styles awareness	Training for staff	Staff aware of pupils' preferred learning style
Monitoring in Literacy and Numeracy	INSET time for work trawl/ book trawl/ pupil interview	All subject leaders/ post holders/class teachers
Use of signs / symbols / Visual Timetables etc	TA time	All classes
Voice recognition IT programs for specific pupils	Training for staff for pupils and ICT funding	Targeted pupils
Referral to Outside Agencies	SENCoTime / Agency time	Targeted pupils
Access to Speech and Language Advice / Programme	Professionals	Targeted pupils
Access to Physiotherapy Advice / Programme	Professionals	Targeted pupils
Access to Occupational Therapy Advice / Programme	Professionals	Targeted pupils

Access to Advice / Programmes from Educational Service for the Sensory Impaired	Professionals	Targeted pupils
Individual counselling	EWO	Targeted pupils
Whole-school rewards and sanctions policy	Ongoing staff training	All pupils
Ramps / Handrails	Planned maintenance budget	All pupils
Furniture/fittings in some classrooms eg floor cushion, tilted writing surface	Furniture/fittings budget	Targeted pupils

Additional Provision for Specific Year Groups

Year	Provision / Resource	Time/Cost	Accessed by
EYFS	Liaison with Early years settings- visits/ records/ attendance at reviews	Teacher time	EYFS Staff for any pupils
Years 1 - 5	Year specific programmes	TA / SENCO time	Targeted year groups
Years 1 – 5	Friendship and other support programmes	TA / SENCO time CFM	Targeted year groups / pupils
Year 6	English and Maths booster classes	Teacher time	Targeted pupils
Year 6	Liaison visits from receiving secondary school staff	Year 6 teacher and secondary school staff	All pupils due to transfer
Year 6	SENCOs liaise to gather information	SENCO time	Year 6 pupils on SA, SAP or statemented

Appendix 3

Sample Letter to parents/carers to accompany questionnaire

Dear Parents,

You will find a brief, but we hope thought provoking, questionnaire attached to this letter and we ask that you will help us by spending a few moments to consider the statements and questions it contains and then give us your honest response.

As part of the legislation which the Disability Discrimination Act has brought into effect, schools are required to carry out an audit of their provision in relation to the pupils they have in their care who have learning difficulties and disabilities.

The results of the audit will then help us to develop an accessibility plan which will be of benefit to all the pupils in our care who have additional needs.

At Berkswell C of E Primary School we always strive to provide access to the wider experiences of school life and with your help we seek to enhance the eight years pupils spend with us.

Your views, in relation to the service your son or daughter has received or is receiving, will help us develop a plan which is both accessible and effective.

Once you have completed the questionnaire please return it to your child's class teacher here at school.

Thank you for your support in this matter – your views and opinions are important to us.

Yours faithfully,

Mrs T Drew
Headteacher

Appendix 3 **Berkswell C of E Primary School Example Parent / Carer Questionnaire**

The Disability Discrimination Act 1995 (DDA) requires schools to have both an equality scheme and an accessibility plan to improve access to education for its disabled pupils. If such a plan is to be effective it is crucial to consult with both the parents of pupils who have a disability and, where appropriate, the pupils themselves. With this in mind we would ask you to spend a little time to read the following definition and then respond to the questions.

The DDA 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.'*** The definition covers a much larger group of children than most people think and may be the equivalent of 7% of all children.

In order to understand this definition more clearly the following explanation of the terms may be helpful:

- **'physical impairment'** includes sensory impairments;
- **'mental impairment'** includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- **'substantial'** means more than minor or trivial; and
- **'long-term'** is defined as twelve months or more.

When considering this new definition of disability within the Act, do you consider your child to be disabled?

Yes / no

Has the definition caused you to change your understanding of disability?

Yes / no

The following questions ask for your opinion about your son or daughter's experiences at school.

Do you feel the school has recognised your child's disability / learning difficulty?

Yes / no

Do you feel the school has responded sensitively to your son or daughter's needs?

Yes / no

If you would like to comment further please write in the space below.

Do you feel that the nature of your son or daughter's disability/learning difficulty has caused him or her to be excluded from any aspect of school life?

Yes / no

If you would like to comment further please write in the space below.

Is there any way in which the school could improve its response to your son or daughter's needs?

Yes / no

If you would like to comment further please write in the space below.

Are lines of communication between home and school sufficient for your needs and the needs of your son or daughter?

Yes / no

If you would like to comment further please write in the space below.

Name of pupil (optional) _____

Date _____

Thank you for taking time to complete this questionnaire.

Appendix 4 **Berkswell C of E Primary School Access Plan 2013 – 2016**

At Berkswell School we are committed to an inclusive curriculum and we aim to increase access to the school's facilities for all by:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum
- b) Improving the physical environment of the school
- c) Improving the delivery of information, which is already in writing to pupils parents or carers who are not disabled, by extending the range of ways we make it available.

This Plan is underpinned by the following features of the school:

- There is effective planning and liaison between appropriate school and support services working with individual pupils within school
- The Special Needs Coordinator (SENCo) has liaison time for agencies, support staff and families
- As a school we have high expectations of all pupils. We aim to establish a positive ethos within the school and staff. We aim to adopt a 'problem-solving' attitude in order to overcome barriers to learning for individuals
- We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all pupils
- We have a robust system in place for transition, transfers and integration of pupils. This includes gathering and sharing accurate information on the pupils' strengths, weaknesses and progress trends, together with strategies employed and evaluations of outcomes.

Consultation

In drawing up the Access Plan the following were consulted:

- full governing body
- SEN governor
- SENCO
- Staff (including site manager)
- parents
- school council
- LA

Linked policy documents and information sections in school prospectus or staff handbook

- Curriculum policy
- Teaching and Learning policy
- SEN policy
- Inclusion & Equal Opportunities policy
- Behaviour/and Anti-bullying policy
- PSHE and Citizenship guidelines

An audit of provision currently was carried out. See appendix 5

ACTION PLANS & EVALUATIONS

As a result of the audit the action plans included below have been drawn up.

The action planning work will be overseen and co-ordinated by the governors' Building and Finance sub-committee (premises access), the standards staffing and curriculum sub-committee (curriculum access), and by the headteacher or assistant head teachers (access to information).

The plan will be made available on request (different formats can be arranged).

Evaluation of the progress of the plan will be made by the governing body through an annual report by the head teacher and the relevant sub-committees. See Appendix 6

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Berkswell School.

Action Plan – Curriculum Access

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Medium Term	Continued raised awareness of the curriculum needs of all pupils on the SEN register for whole staff.	Programme of INSET at whole school staff meetings. Liaison meetings with SENCO	Overview of the needs of particular groups of pupils for all teaching staff	On-going	Increased access to the curriculum for all groups
Medium Term	Clarification of support role of school staff in meeting needs of pupils with Speech and Language Difficulties	Work with SEN Service and SSISS to agree role of school staff in supporting individual children	Appropriate support for pupils with speech and language difficulties from school resources.	On-going support by LW (SISS)	Increased access to the curriculum through specialised support for pupils with speech and language difficulties.
Medium Term	Train identified personnel to administer medication and first aid	Consultation with partners in the Health Authority and SEN Service. Identify personnel. Provide training	Clear agreed procedure for administering medication	As required – full review due January 2015	Needs met of specific childrew

Action Plan – Premises Access

	Targets	Strategies	Outcome	Time frame	Goal Achieved
LongTerm	Maximise access of environment with low	Review environmental Audit based on LA Accessibility	Good practice in accommodating needs of pupils with physical	Summer 2014	Accessible environment, increased pupil

	cost adaptations.	Audit Make low key adjustments to maximise physical access, improve acoustics and maximise visual clues– consult SISS	disabilities, hearing impairment, visual impairment		autonomy
Medium term	When refurbishing to incorporate advice to benefit pupils with visual or hearing impairment	Seek advice from SEN Service on appropriate colour schemes/blinds, sound proofing, amplification devices etc	Increased access for visually / hearing impaired pupils to some classrooms/areas of school	On-going with new project work – next are Peace Garden	Increase pupil autonomy/physical access of the school
Long Term	School plans to improve access to designated areas over successive financial years	Planned use of capital funding in line with LA Accessibility Strategy	Junior area accessible from inside building-level access already from playgrounds	As funds allow	Physical accessibility of school increased

Action Plan – Access to Information

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Availability of written material in alternative formats	SEN Service provides consultation to inform schools of services available in the LA for converting written information into alternative formats	Ability of school to ensure availability of material in alternative formats as required	As required- from present	Delivery of information to disabled pupils improved (if needed)
Medium Term	School to be able to produce large print transcriptions	School staff trained by SEN Service to produce materials in large print	School to produce large print materials as required for students	As required- from present	Delivery of information to disabled pupils improved. (if needed)
Long Term	School to be able to produce symbol materials	Purchase appropriate software and training in production of symbol materials	School to respond immediately to needs of pupils requiring pictorial support materials	As required- from present	Delivery of information to disabled pupils improved. (if needed)
	To maintain above practice and review on annual basis	Annual information gathering and report to Govs	Information available for parents/carers and pupils in a variety of formats		