

Green Lane Primary and Nursery School  
Policy on: Accessibility and Disability Equality

Royal Borough of Kingston upon Thames

Green Lane Primary and Nursery School



Accessibility Plan and Disability Equality Scheme

The governing body will review and monitor this policy and evaluate its effectiveness.  
Agreed by staff: September 2016 Agreed by Governors: Autumn 2016 Review: Summer 2019

**Accessibility Plan and Disability Equality Scheme**  
3-year period covered by the plan: September 2016 –July 2019

The Disability Discrimination Regulations 2005 and Equality Act 2010 define a disabled person as: a person with a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

- The Governing Body has three key duties towards pupils with a disability: 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.

The Accessibility Plan sets out the proposals of the Governing Body to increase access to education for pupils with a disability in the three areas required by the planning duties in the Equality Act 2010 (4.29):

- increasing the extent to which pupils with a disability can participate in the curriculum;
- improving the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided improving the availability of accessible information to pupils with disability

When reviewing the SEND Policy and Accessibility Plan, we take account of developments which may improve access to the curriculum for children with learning difficulties. We also keep up to date with services available for visually and hearing impaired children and children and other disabilities in the local area and nationally. The school evaluates the effectiveness of this policy by careful monitoring of the Accessibility Plan.

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

At Green Lane Primary and Nursery School we are committed to ensuring that all our pupils and staff and others involved in the school community, with any form of disability are treated equally and have every opportunity to achieve their fullest potential. We are an inclusive school and take pride in having high expectations for all pupils and staff members. We take into account pupils varied life experiences and needs, we offer a broad and balanced curriculum and the achievements, attitudes and well-being of all matter to us. Green Lane Nursery and Primary School promotes the individuality of all our pupils, irrespective of ethnicity, faith, attainment, age, disability, gender or background and will ensure that all pupils and employees are treated fairly in any procedures, practices and service delivery. We seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- age
- disability
- gender reassignment
- marriage and civil partnership

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- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

### **Main priorities in the school's plan**

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

In Summary our plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The Inclusion Manager has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school
- The school works with partner schools
- Disabled pupils have access to extra-curricular activities

### **Increasing the extent to which disabled pupils can participate in the school curriculum:**

- Reasonable adjustments within the curriculum are made to support the teaching and learning of individuals in accordance to their need.
- Assemblies and PHSE promote differences and similarities providing opportunities for discussion and debate. Pupils are encouraged to question, share and form opinions
- Disability equality issues are incorporated into the planning and learning in Citizenship, PHSE and RE curriculum when appropriate
- Staff working with pupils with disabilities receive appropriate training
- Thorough risk assessments are undertaken as required and take full account of the needs of pupils with a disability to ensure full inclusivity and participation within the curriculum
- Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability
- Access to ICT is personalised to meet the needs of individual children and adults

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- Touch typing lessons for specific children are provided in response to ASP (Additional Support Plan) targets
- Use of prepared visual aids and prompts is personalised to meet the needs of individual pupils e.g. Widget, personalised timetable
- Subject co-ordinators and the Inclusion Manager regularly review resources in their curriculum areas and ensure they meet the needs of all pupils within school. When the curriculum and policies are reviewed, accessibility is also checked
- We consult external partners and local cluster schools to gain specialist advice on how to adapt resources
- OT assessment of classrooms are considered as necessary to ensure needs of pupils with sensory difficulties and dyspraxia are met (e.g. desk height, posture on chair, lights) when appropriate
- Staff working with children with disabilities receive appropriate training and support to enhance children's access to the curriculum, develop their independence and promote social interaction
- The school seeks external advice as necessary to ensure that modifications and risk assessments are made which enable all children with disabilities to take a full and active part in extracurricular activities and school trips.
- Children with a disability are able to participate in residential visits as well as activities in school

#### Future Developments

- Images of artists/sports personalities or those with sporting talents who have disabilities so disability is seen as no barrier to achievement are promoted i.e. Paralympics, 2016
- Lunchtime supervisors are appointed, where needed, to support pupils with a disability at lunchtime. Staff as part of their wider duties in the school also support pupils with a disability.

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

- At present, the school is accessible to the pupils and visitors with disabilities The school sits on one level, sub sectioned into three areas, These areas can be accessed via wheelchair using the ramps allocated outside each sub section
- Time-tabled sessions in quiet areas are available to these children during the school day to provide them with a retreat from the main classroom whilst still providing them with full access to the curriculum
- Provision of a quiet/sensory area within the classroom or shared area for pupils with disabilities and for other children with a need if required
- Corridors are accessible for frames and wheelchairs
- Door furniture is easy to use i.e. height of door handle as far as possible
- Door widths are adequate to accommodate a wheel chair

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- Playground and corridor routes are kept clear
- The school will purchase playground equipment suitable for use by physically challenged, HI or VI children as necessary.

#### Future Developments

- An area that is clean and private for trained staff to administer injections
- Personal Emergency Evacuation Plans (PEEP) drawn up per individuals that require support as part of fire risk assessment.
- Visitors and people with mobility needs are able to access disabled parking bays within the school carpark
- To add a window to the 'Sensory Room' in line with safeguarding procedures and to support pupils for whom 'a safe space' to regulate emotions is required.

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

- There is the facility to enlarge school documents as necessary
- School to inform itself as necessary of services available for visually and hearing impaired children and children with Down's syndrome and other disabilities
- The school will explore Braille, audio CD and Loop system for VI or HI members of the school community as necessary.
- The school has systems in place to make available information relating to the following, as necessary:
  1. Homework
  2. Timetables
  3. Worksheets
  4. Teacher feedback and marking of work
  5. Notices

This may include:

- Recording information for pupils with learning difficulties or hearing impairments
- Enlarging print for visually impaired
- Simplifying language
- Using picture symbol language for children with communication difficulties. E.g. PECS

#### Future Developments

- Main signs are in both visual format and in Braille.

#### **Children, Staff and Parents with Disabilities - Information gathering and analysis:**

The views of people with disabilities are involved in the following ways:

- Surveys are used periodically giving opportunity for people with disabilities to disclose them. Outcomes from these are analysed to identify any issues which are then addressed in the Accessibility Plan.
- Pupils, staff, governors and parents with a disability are identified through self-declaration. Data protection legislation is observed in sharing this information. We explain to parents, staff, governors, community users and pupils why the information about disability is needed.
- Children with a disability have regular opportunities to discuss any perceived difficulties with their class teacher, the school's Inclusion Manager or with any other adult with whom they talk confidently. The school is committed to an 'open door policy, so that

every child knows that he or she can talk to the Head Teacher or any other senior member of staff

- The Inclusion Manager is available in school throughout the week. The majority of discussion is of an informal nature in person or over the telephone, whilst some parents request an appointment to enable more private discussion. These requests can usually be met within 24 hours
- GLPNS School Council includes discussion of equality for learners and school users with disabilities. The school's PHSE programme includes work in so that children have an opportunity to understand the concept of disability and the concept of equal opportunity for all. Pupil voice assists in planning activities
- The school's ongoing programme of social and emotional support work groups gives additional opportunities for pupil voice in the area of disability and also helps the children to explore the concept of disability equality
- Staff or governors with a disability have opportunity for regular meetings with their line manager to discuss how the school can best enable them to work
- When seeking the views of people with a disability, we use their preferred means of communication

Information gathered in these ways about staff and pupils with disabilities is used to evaluate the effect of our policies and practices on:

- recruitment, development and retention of employees with a disability
- educational opportunities available to, and achievements of, pupils with a disability
- the involvement of parents in their child's education
- the involvement in community activities of people with a disability

### **Children with a Disability**

Information collected about children with a disability contributes towards understanding how policies and procedures impact on their opportunities and achievement. It is our aim to continue to ensure:

- A high level of achievement of learners with a disability
- Equal opportunities for learners with a disability to take positions of responsibility; through membership of school council, school clubs and as leaders/monitors in school activities
- Satisfaction and enjoyment levels across a range of school activities through equal opportunities in school assemblies, school productions, choir, sports teams, school clubs, school outings and journeys
- Fostering aspirations and ambitions for the future
- Successful transition throughout the school and to secondary school for pupils with a disability with the use of Transition books
- Equality in admissions of learners with a disability

### **Parents with a Disability**

Information collected about parents with a disability contributes towards understanding of how policies and procedures impact on their ability to support their child's education and the ease with which they can carry out day to day communication with school. It is our aim to:

- Use people with a disability's preferred means of communication when contacting parents, meeting with them or sharing information with them.
- Ensure parents with a disability are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending

parents' evening. Where attendance is not possible because of a disability, we make alternative arrangements.

- Give parents with a disability priority when arranging events and meetings e.g. by considering seating arrangements for a school assemblies and productions.
- Give parents with a disability preferential parking rights.

### **Staff and Governors with a Disability**

Information collected about staff with a disability contributes towards understanding how policies and procedures impact on their opportunities and achievement. It is our aim to continue to ensure:

- Provide additional support for aspects of work where necessary.
- We act on advice from LA and specialist services.
- Purchase of modified equipment as needed.
- The accessibility of meetings for governors with a disability.

### **Making it happen**

#### Impact Assessment (September 2016)

The school will evaluate the effectiveness of this policy in relation to the following key criteria:

- The increased awareness of staff and governors on issues relating to disability.
- Are staff using resources which promote disability and undertaking risk assessments with full regard to the requirements of the DDA and DES, with reasonable adjustments being taken to facilitate access for disabled pupils? Yes
- Have all school policies revised in the last three years been checked for their impact on disabled pupils? Yes
- Does the School Improvement Plan respond to the needs of those with disabilities? Yes

In addition, the school will evaluate the effectiveness of this policy by careful monitoring of its action plan included in the SDP

### **Management, coordination and implementation**

Lead Responsibilities

Head teacher: Mrs Sally Berlemont

Deputy Head teacher: Mrs Alison Reed

Inclusion Manager: Ms Nee Tewari

### **Access to the plan**

The governors will report on the school's Accessibility and Disability Equality Scheme on the school website. This will be linked to other reporting requirements in respect of disabled pupils:

- The arrangements for the admission of disabled pupils (admission Policy )
- The requirement for the governors of the school to report biennially on the school's SEN policy