



Disability Equality Scheme (Inclusive of Accessibility Plan)

1. Introduction and aims:

At Lowbrook Academy, our priority is to ensure that our pupils, staff and visitors feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can be. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

Lowbrook is a 1978 building with no corridors, two disabled toilet facilities and clearly marked pathways etc. for people with visual impairment. All new buildings have easy access.

In this plan we will outline how we can promote disability equality for all disabled pupils, staff, parents, governors and visitors to our school. We have a duty to publish our Accessibility Action Plan which explains how we are doing now, and what we plan to do over the next three years.

2. Background:

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the proposals of the Governing Body of Lowbrook Academy to ensure our practices and policies comply with these Acts and increase access to education for all pupils with a disability. It is our duty to make sure that:

- We do not to treat disabled pupils less favourably for a reason related to their disability;
- We will make **reasonable adjustments** for disabled pupils, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for disabled pupils;
- We do not discriminate against anyone as explained in the DDA, 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 will remove barriers which may discourage disabled people from playing a full part in the life of our school;
- We will encourage full participation by everyone in our school activities.

Our accessibility action plan is resourced, implemented, reviewed and revised annually. Attached is a set of action points showing how the school will address the priorities identified in the plan.

3. Definitions of disability:

A person has a disability if he/she has a physical or mental impairment that is:

- substantial
- long-term, and
- has an adverse effect on his/her ability to carry out normal every day activities.



4. Principles:

Compliance with the above-mentioned legislation is consistent with the school's Aims, Equal Opportunities Policy and the operation of the school's Special Educational Needs (SEND) Policy. The Governors of Lowbrook Academy, as an Admissions Authority, informs our Admissions Policy and does not discriminate against any disabled child.

We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment.

When recruiting staff, disabled people will not be discriminated against.

We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum 2014, underpinning 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;
- by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupil's, young people and adults with disabilities.

5. Purpose and direction of the school's plan:

The Lowbrook Academy Accessibility Action Plan (AAP) aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

6. Information from pupil data and school audit:

Information about the needs of disabled people will be gathered through:

- Pupil admission information
- Parental questionnaire
- SIMS data
- SEN reviews/EHC Plans
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies.

Achievements of our pupils will be gathered through:

- Data analysis (progress made and interventions needed)
- Records of achievement
- Celebration assemblies, certificates, letters home, etc.



Information is gathered as part of the school's self-evaluation process and Assessment for Learning Strategies and is used to inform future plans and schemes.

7. Views of those consulted during the development of the building and consequent accessibility plan:

During the design and construction stages of new buildings, the following points were discussed and planned for, within the constraints of the budget:

- Movement around the building and grounds, easily and confidently
- Having equal opportunity to access lessons and other activities.

To ensure Lowbrook Academy is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present. Those consulted in the development of the AAP include:

- Pupils
- Parents of pupils
- Staff
- Governors
- Members of our community with relevant experience
- Local Authority premises and education departments.

As a further discussion point, the views of parents have been sought to determine:

- How we could improve communication between home and school.
- How we could raise awareness of accessibility issues so that all members of the school community could be more involved in every aspect of school life.

8. The main priorities in the school's plan:

- Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum;
- Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs;



9. Making it happen:

Audit, management, implementation and monitoring:

Audit of provision, September 2016

- Pupils are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all;
- Pupils have individual learning targets, closely monitored and regularly reviewed;
- All staff are trained in assessment and this continues to be developed and updated;
- Analysis of pupil assessment data allows the school to measure the impact of intervention and support strategies for all pupils;
- Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities;
- SEN information on file is kept up to date and is accessible to staff;
- Appropriate and specific intervention programmes for pupils with SEN are documented in their IEPs and provision maps;
- Individual Education Plans (IEPs) and reviews are in place.
- Advice is sought from appropriate outside agencies to provide staff with information about making reasonable adjustments.
- The SLT regularly reviews all aspects of the Disabled children's progress, appropriateness of interventions and provision and makes reasonable adjustments as the norm.

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making reasonable adjustments to:

(a) the building and grounds:

- Structured and supportive playtime and lunchtime activities
- Ensuring all adjustments to current buildings are DDA compliant
- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit need

(b) teaching and learning:

- We review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- Academic progress is monitored and additional support (small group or 1:1) will be provided where possible
- Individual targets and IEPs ensure appropriateness of teaching and learning strategies
- Targets are monitored regularly
- Targets and progress towards them will be reported to parents regularly
- Using P Scales, our Assessment Policy and lesson monitoring in school by senior staff, we are able to track and analyse the achievement of all our pupils
- Review of policies in school is ongoing, including updates to the Anti-bullying Policy.



- The school website will be reviewed and pages with information about links to disability will be built

(c) communication methods

- Use of interactive whiteboards, LCD screens
- Use of ICT resources e.g. iPads
- Visual timetables for some pupils
- Newsletters to parents, text communication
- Communication books
- News pages on the school website
- Informal discussions with parents
- Telephone messages and conversations with parents
- Most information is available electronically and can be converted to other appropriate formats
- Governor attendance at school functions

The effectiveness of any adjustments will be monitored regularly and the opinions of our stakeholders canvassed. Feedback will come from:

- Pupil interviews
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside Agencies

Monitoring and Impact Assessments

The Governing Body will review the Action Plan annually during the Autumn Term. They will measure the impact of any changes or initiatives on the quality of school life for all stakeholders, and will prioritise developmental projects by compliance with regulations, sustainability and availability of funding.

- The action plan will be evaluated and updated annually.
- Formal review of the plan will take place after three years (September 2017)
- The impact of all school policies and practices on disability equality will be assessed at the time of review with the Governing Body.
- The school will report on the plan annually.
- The plan will be reviewed and revised as necessary (and on a three-year cycle).

Getting hold of the school's plan

The plan will be available from the school website and hard copies produced on request from the school office.

Review of Procedure



This procedure shall be subject to periodic review and may be changed from time to time.
Management of policy

The Governors and Executive Principal have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.

Related Policies

SEND
Single Equality Scheme
Admissions

The Governing Body approved this policy on date: **25th November 2016**

Signed: _____ Chair of Governors

Signed: _____ Principal



ACTION PLAN - Evaluation 2015 - 16

Objective	Action required	Outcome	Person responsible	Timescale
To ensure specific responsibilities under the Disability Equality Duty are fulfilled.	<p>Establish SLT responsibility and steering group to promote DES.</p> <p>Publish and promote DES.</p> <p>Review DES and publish information annually.</p>	<p>School has a scheme in place that promotes disability equality and is widely publicised.</p> <p>DES reflects priorities of disabled people.</p>	<p>Head/S+B Committee</p> <p>Bianca Iasi is the responsible person.</p>	Completed
Gather information and monitor effect of policies and practice on pupils with disability to increase levels of attainment and participation.	<p>Develop further information and monitoring systems relating to attainment, attendance, exclusion and include a "flag" for disability</p> <p>Make reasonable adjustments to increase participation of disabled pupils in the whole range of school activities</p> <p>Seek advice on making off site activities accessible to disabled pupils</p> <p><i>(See school Accessibility Plan sections on access to curriculum and written Information)</i></p>	<p>Information gathered on how disabled pupils compare against whole school population (vulnerable children's section of assessment)</p> <p>Staff anticipate needs of disabled pupils in lesson plans and delivery of curriculum</p> <p>Improved levels of attainment and achievement of disabled pupils</p> <p>Increased participation by disabled pupils in whole range of school activities, including off site activities</p>	<p>Key Stage Leaders</p> <p>Executive Principal</p>	Ongoing



<p>To raise awareness of the needs of people with disability so that the school community actively takes account of their needs and adapts its approach accordingly</p>	<p>Plan and deliver CPD programme and make adjustments to relevant aspects of the curriculum</p>	<p>Raised awareness and a pro-active approach to meeting needs of disabled pupils and adults</p>	<p>SLT</p>	<p>On-going See Inset planners.</p>
<p>To ensure that people with disability are accepted for the value that they add to the school and wider community</p>	<p>Make adjustments to relevant aspects of the curriculum to allow presentation of achievements of disabled people Positive images of disabled people used in visual displays, school website and school prospectus</p>	<p>Culture which promotes positive attitudes to disability and eliminates harassment is established Disabled staff, pupils and visitors contribute to all areas of school life</p>	<p>SLT</p>	<p>On-going Parent surveys demonstrate high satisfaction.</p>
<p>To ensure the school community is aware of and understands appropriate means of communication with people with disability</p>	<p>Seek views of disabled pupils and adults and secure appropriate specialist advice and support in order to review modes of communication. Develop methods to identify disabled pupils, parents, staff and visitors (SIMS and Parent Questionnaires) Ensure records are maintained of individual needs and preferred modes of communication and that this information is available to staff.</p>	<p>All staff use appropriate and effective means of communication tailored to the needs of individuals</p>	<p>SLT</p>	<p>On-Going</p>



<p>To ensure recruitment and retention procedures enable proper representation of people with disability</p>	<p>Review and monitor advertising, job descriptions, interview and selection processes, data on pay ranges, promotion and take up of training courses by disabled staff to ensure equality of opportunity</p> <p>Review processes regularly in light of feedback</p> <p>Ensure training on disability legislation is provided</p> <p>Encourage staff to disclose relevant information about disability</p>	<p>Monitoring systems established, information gathered and analysed. Results made available. Improved processes established.</p> <p>Staff are aware of legal obligations and transfer their learning into practice</p>	<p>SLT</p>	<p>Completed</p>
<p>To ensure disability equality is embedded in all school policies, processes and practices</p>	<p>Initiate rolling review of policies and practices, by carrying out Equality Impact Assessments (See attached sheets)</p> <p>Build disability equality into contracts and ensure contractor fulfils disability equality contractual requirements</p>	<p>Information on the effect of policies and practices on disabled people is collected and analysed</p> <p>Negative practices identified and policy / practice modified to ensure positive impact is achieved.</p> <p>Establishment of supportive and informed culture in the school that enables excellent practice to be developed and sustained</p>	<p>See initial screening of impact assessment</p>	<p>As and when policies fall for review</p>
<p>To develop consultative processes which fully involve people with disability in the</p>	<p>Review consultative processes across the school.</p>	<p>Mechanisms in place to ensure views of disabled pupils, staff, visitors and community groups are given</p>	<p>SLT</p>	<p>Ongoing</p>



development, monitoring and review of policy and practice	Develop practices to ensure disabled people are fairly represented on school committees	<p>appropriate consideration in all decision making processes</p> <p>Effective partnership approach to planning is established</p> <p>Evidence that change has been effected as a consequence of the new processes.</p>		
To remove physical barriers to access school buildings and site	<i>See Asset Management Plan and Annex B of this policy.</i>		Executive Principal	Ongoing



**ACTION PLAN FOR ACCESSIBILITY
SEPTEMBER 2016 – SEPTEMBER 2017**

	Activity/resources	Responsible	Timescale	Outcome
	Collecting views of pupils through discussions and questionnaires	BI	February 2017	
	Send out/collect in questionnaires to parents	BI	February 2017	
	Collect view of parents with specific focus on information sent home. Developing new ways of informing parents/carers	BI	Ongoing	Views on survey collated
	Keep staff updated in terms of information sharing, training and collection of their views.	All staff	Ongoing	
	Discussion with parents and pupils at Parent's Evenings, Annual reviews etc.	All Teaching staff	Ongoing	
	Consideration of collected stakeholders' views			Views collated, to be shared
	Carry out premises audit with attention to: doors, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside area – playground, field, walkways into school	PR/DR	December 2016	
	Consider as part of the audit the use of improvements to doorways; the provision of furniture and apparatus to improve access. Particular attention paid to new education spaces in the previous 1978 block	PR/DR	December 2016	



	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget.	PR/DR/FS&B Committee	Ongoing	
	Include information and key documents on school website	KB/KJ	Ongoing	
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, videos, etc; look at ways of reducing communication barriers for those with dyslexia	KB	Ongoing	
	Include aspects of Disability Equality in school assemblies e.g. Makaton welcome	All staff	Ongoing	
	Increase awareness of and positive attitudes towards disability through the curriculum and daily life – link with Manor Green e.g. Tag Rugby	BI	Ongoing	
	Review of other linked policies: SEN, Health and Safety, Equal Opportunities, Anti Bullying, Curriculum, Medical Information	DR, Staff Governors	Ongoing	
	Ensure staff are fully briefed and up to date with accessibility information and that is added to induction training of new staff.	BI	Ongoing	
	Staff training on pupil data systems including P Scales Target Tracker to analyse Attendance Academic Performance	All staff	Ongoing	
	Progress Meetings, where needs, issues and performance of pupils is discussed	All staff	Ongoing	
	Create and maintain care plan for every pupil including medical information, intervention	All staff	Ongoing	



	techniques and PEEPs for visiting staff/supply teachers. These are to be passed on and discussed with the new teacher prior to transition week and the new school year			
	Share good practice relating to disability issues and data	All staff	Ongoing	
	Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments' made	All staff	Ongoing	
	Review of resources and ICT provision with consideration to suitability and development of pupils	PR/DR/Governors	Ongoing	
	Audit of staff training needs	PR/KB	Ongoing	