

Disability Equality Scheme and Disability Accessibility Plan

We believe this policy should be a working document that is fit for purpose, represents the Saltergate Schools' ethos, enables consistency and quality across the school and is related to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and we treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We believe disability is:

'A person has 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. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.'
(Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

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We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In response to the Access Audit undertaken by the Local Authority we have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school. The plan is as follows:

Development area November 2017 November 2018	Actions	Persons responsible	Timescale and costs	Success Criteria
ACCESS TO CURRICULUM 1. Increase access to the curriculum for pupils with a disability 2. Reflect identified areas of need in lesson planning and delivery. 3. Prioritise student participation in school activities.	Purchase resources suitable for each child and their needs. Audit needs and resources on a regular basis. Incorporate Quality First Teaching into all planning. Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. Promote student	SLT, Senco, teachers All teachers All teachers	Regular audit of provision at least annually. Immediate provision for new children entering school. Costs as appropriate in relation to identified needs. Possible 1:1 support or small group support costs	A range of resources available. ICT used as a provision to support equality. Additional chrome books purchased (5K) to support wider groups of children. Delivery adapted to suit the needs of learners. Seating positioned to enable access for all learners.

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	<p>awareness of the rights of the child, especially Article 23: Children should have special care & support if they need it. Ensure student activities are accessible to all.</p>			<p>(Consideration of hearing/sight needs met). Areas of need noted in planning with links to resources.</p>
<p>SCHOOL BUILDINGS & OUTDOOR SPACE 1.Improve and maintain access to the physical environment. 2.Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future.</p>	<p>Physical accessibility around school. Awareness of independent access.</p> <p>Clear identification of room functions.</p> <p>Plan classrooms in accordance With pupil need.</p> <p>Organise resources within classrooms to reflect pupil need.</p> <p>Incorporate accessibility into any proposed structural alternatives. Provide quiet areas within the school.</p> <p>Look at accessibility in all areas of school life.</p>	<p>SLT, Senco, teachers, caretaker</p>	<p>Costs as appropriate in relation to identified needs.</p> <p>Use of capital budget if major changes are needed.</p>	<p>All aspects of school accessible as far as possible.</p> <p>Classrooms well organised and consistent with school expectations. Classrooms adjusted to suit needs as appropriate. Learning Walk September 2018</p> <p>Relevant resources Sought. Currently looking to provide an outdoor quiet space in addition to indoor spaces. Action: governor agreement Oct 18 and finance donation arrangements, in place.</p>
<p>NEWSLETTERS & DOCUMENTS Improve the delivery of written information to parents & pupils.</p>	<p>Availability of newsletters and school documents in alternative formats.</p>	<p>Admin team.</p>	<p>As appropriate</p>	<p>Clear information provided in a range of formats to support all learners and parents Parents notified on the website about different types of delivery and our commitment to ensuring everyone's</p>

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				needs are met. September 2018.
Reviewed November 2017		Next Reviewed November 2018		