

## **OVERDALE JUNIOR SCHOOL** **Disability Equality Statement and School Accessibility Plan**

Overdale Junior School has developed an Accessibility Plan outlining further modifications that cover curriculum, physical access and communication. This plan will cover the period 2017 to 2019

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. In 2010 the DDA was adopted into the Equality Act which aimed to streamline anti-discrimination legislation by bringing Disability legislation under one act with other equality acts such as Race and Gender.

Legally, a disability is defined as:

*A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.*

Long-term means that it has lasted for, or is likely to last for, at least 12 months. Thus those with physical and sensory impairments, long term health conditions (such as asthma, epilepsy and MS), mental health issues, specific learning differences (such as dyslexia, dyspraxia and AD(H)D), those with learning disabilities (such as Down Syndrome) and those on the Autistic Spectrum are covered by the Act.

The Governing Body has three key duties towards disabled pupils, under the Equality Act:

- 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 (anticipatory duty).

This plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the the Equality Act:

- 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;
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that our school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **Discrimination**

'A responsible Body' discriminates against a disabled person if;

- For reasons which relate to his / her disability, it treats them less favourably than it treats or would treat others to whom the reason does not or would not apply, and
- It cannot show that the treatment in question is justified.

In line with the Equality Act 2010 School Practice, provision is guided by the Disability and Discrimination Code of Practice for Schools.

Our aim is to work together to tackle disability discrimination and promote equality for all

## **Visions and Values**

Overdale Junior School aims to uphold a positive, non-discriminatory approach to disability, as part of its commitment to equal opportunities to primary education and will focus on removing barriers in every area of the life of the school to ensure that disabled pupils, employees and other service users are treated equally.

## **Admissions**

Admissions to Overdale Junior School are determined in line with LA admissions procedures. We will not discriminate against any child with a disability and will take all reasonable steps to provide effective educational provision and appropriate modification to the building where necessary.

## **Pupil Data**

At present, academic year 2017/18 we have 59 pupils in the school who are included in the Equality Act definition of disability. We consult with the feeder Infant schools to gain advance information of pupils with a statement who may also be disabled and through parents who register direct at the school.

Further information regarding the presence of disabled pupils in the school and the pattern of their participation in the life of the school can be found in their individual PSHE folders.

## **Exclusions**

LA exclusion procedures are followed to ensure that no disabled child is discriminated against by exclusion whether fixed term or permanent.

## **Curriculum and Life of the School**

At Overdale Junior School we ensure that disabled pupils, employees and other service users are not placed at a substantial disadvantage in comparison to pupils, employees, and other service users who are not disabled in accessing the curriculum, daily routines, extra-curricular activities, school facilities and information relating to the life of the school.

The School recognises its duty to take reasonable steps or adjustments for all disabled pupils, and the School will therefore anticipate needs. The School recognises its duty to consider the broad range of needs and requirements of all pupils, employees and other service users current and future, and accordingly to plan and make changes to policies, procedures and practices, to ensure that disabled pupils will not be placed at a disadvantage.

In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the School will take into account the LA's accessibility strategies, the School's own resources, the health and safety of all pupils, the practicalities of making adjustments and the need to maintain standards for all pupils.

The School will take proactive steps to promote disability equality for pupils, employees and service users by developing and implementing an effective disability equality scheme by December 2007.

We will carry out our functions with due regard for the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination and disability related harassment
- Promote positive attitude towards disabled people and encourage their participation in public life
- Take steps to take into account people's disabilities, even where that involved more favourable treatment.

We endeavour to make the curriculum more accessible by following the good practice detailed in:

- Admissions Policy
- Equal Opportunities (Pupils) Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Race Equality Policy

- Curriculum Complaints Procedure
- School Property Plan
- School Improvement Plan

### **Accessibility Plan**

Overdale Junior School uses the 'Identify barriers to Access' checklist (appendix 1) to audit provision and accessibility. The audit will inform the School Accessibility Plan. See appendix 2.

### **Complaints Procedure**

If there are any complaints relating to provision for disabled children, these will be dealt with in the first instance by the Head teacher. The Chair of Governors and/or LA (Children and Young People's Services) may be involved at this stage, if necessary. In the case of an unresolved complaint, parents may contact the Special Educational Needs and Disability Tribunal. (SENDIST)

### **Monitoring**

The governors will monitor this policy on a regular basis to ensure no pupils are placed at a substantial disadvantage or treated less favourably. They will monitor the success of the policy and the accessibility plan by the low number of parental concerns raised.

### **Review**

As a working document this document will be subject to continuous review.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**APENDIX 1**

**IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST**

**This list should help to identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.**

**SECTION 1: How does our school deliver the curriculum?**

<b>QUESTION</b>	<b>YES</b>	<b>NO</b>
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are our classrooms optimally organized for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical activity?	✓	
Do we provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

**SECTION 2: Is our school designed to meet the needs of all pupils?**

QUESTION	YES	NO
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		✓
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		✓
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with special educational needs and disabilities; including alarms with both visual and auditory components?		✓
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓	
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics and noisy equipment?		✓
Is furniture and equipment selected, adjusted and located appropriately?	✓	

**SECTION 3: How does our school deliver materials in other formats?**

QUESTION	YES	NO
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do we have the facilities such as ICT to produce written information in different formats?		✓
Do we ensure that staff are familiar with technology and practices	✓	

Nov 2017

developed to assist people with disabilities?		
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**Equality Act (Disability) Initial Assessment Framework**

1. Name of School: Overdale Junior School

2. What additional facilities are available in school, for disabled individuals, under the following headings:

**General Physical Access**

	Throughout	Part	None
• Lift	<input type="checkbox"/>	✓	<input type="checkbox"/>
• Stair lift	<input type="checkbox"/>	<input type="checkbox"/>	✓
• Ramps	<input type="checkbox"/>	✓	<input type="checkbox"/>
• Handrails	<input type="checkbox"/>	✓	<input type="checkbox"/>
• Wide Doorways	<input type="checkbox"/>		✓
• Automatic Doors	<input type="checkbox"/>	✓	<input type="checkbox"/>
• Accessible toilets	<input type="checkbox"/>	✓	<input type="checkbox"/>
• A changing bench for toileting	<input type="checkbox"/>	✓	
• Hoists			
○ Moveable	<input type="checkbox"/>	<input type="checkbox"/>	✓
○ Fixed	<input type="checkbox"/>	<input type="checkbox"/>	✓

Others – please specify

<b>SECTION 3 – Main School Entrance and Reception</b>					
		<b>Yes or N/A</b>	<b>Partial</b>	<b>No</b>	<b>Your Comments</b>
<b>3.1</b>	<p><b>Is there level access at the main school entrance? (NB: A small threshold step no greater than 12mm can be considered level)</b></p> <p><b>(‘Yes’ = level; ‘Partial’ = 1 step; ‘No’ = several steps at the entrance and no alternative ramp)</b></p>	✓			
<b>3.2</b>	<p><b>If there is a ramp, is it suitable for wheelchair users? (NB: Max gradient 1:12, level landing at top of ramp, handrails.)</b></p> <p><b>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required)</b></p>	✓			
<b>3.3</b>	<p><b>If there are steps, are they suitable for people with walking difficulties? (NB: Handrails to both sides or central, contrasting step edges, even rise to each step)</b></p> <p><b>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required)</b></p>	✓			

<b>SECTION 4 – External Areas</b>					
		<b>Yes or N/A</b>	<b>Partial</b>	<b>No</b>	<b>Your Comments</b>
<b>4.1</b>	<b>Do routes between buildings provide independent access for wheelchair users?</b>  <b>(If ‘Partial’ or ‘No’, please comment on areas for improvement)</b>		✓		
<b>4.2</b>	<b>What proportion of building entrances has level access for wheelchair users?</b>  <b>(‘Yes’ = &gt;75%; ‘Partial’ = 25 – 75%; ‘No’ = &lt; 25%. Please comment on areas for improvement)</b>		✓		
<b>4.3</b>	<b>Is there level access to all unique outdoor areas? (E.g. sports areas, tennis courts, playgrounds, seating areas etc.)</b>  <b>(‘Yes’ = all; ‘Partial’ = some; ‘No’ = none)</b>		✓		<b>Spinney/Addy – some parts inaccessible</b>

<b>SECTION 6 – Emergency Evacuation Plan</b>					
		<b>Yes or N/A</b>	<b>Partial</b>	<b>No</b>	<b>Your Comments</b>
<b>6.1</b>	<p><b>What proportions of your building(s) are easy to evacuate by people in wheelchairs?</b></p> <p><b>(‘Yes’ = &gt;75%; ‘Partial’ = 25 – 75%; ‘No’ = &lt; 25%. Please comment on areas for improvement)</b></p>		✓		<b>Upstairs – evac chairs in use</b>
<b>6.2</b>	<p><b>Does your Emergency Evacuation Plan include a strategy for evacuating disabled pupils, staff, visitors and community users?</b></p> <p><b>(Please note areas for improvement)</b></p>	✓			
<b>6.3</b>	<p><b>If you have upper floors, are there means to ensure the evacuation of people with mobility impairments?</b></p> <p><b>(‘Yes’ = adequate; ‘Partial’ = minor changes; ‘No’ = substantial adaptations – please give comments)</b></p>	✓			

<b>SECTION 8 – Physical Access to Curriculum Areas and Unique Facilities (where applicable)</b>			
<b>Curriculum Area</b>		<b>Total number of teaching areas</b>	<b>Number which are accessible</b>
<b>8.1</b>	<b>Art</b>	<b>14</b>	<b>12</b>
	<b>Design &amp; Technology</b>	<b>14</b>	<b>12</b>
	<b>Humanities</b>	<b>14</b>	<b>12</b>
	<b>Science</b>	<b>14</b>	<b>12</b>
	<b>Sport</b>		<b>1</b>
	<b>School Hall</b>	<b>1</b>	
	<b>Performing Arts</b>	<b>Basement</b>	<b>0</b>
	<b>Mathematics</b>	<b>14</b>	<b>12</b>
	<b>English</b>	<b>14</b>	<b>12</b>
	<b>Languages</b>	<b>14</b>	<b>12</b>
<b>ICT</b>	<b>1</b>	<b>1</b>	

<b>Library</b>		<b>1</b>	
<b>Other – Please specify</b>	<b>BASEMENT</b>	<b>1</b>	<b>0</b>

**ENHANCED VISUAL ENVIRONMENT**

How many classrooms have the following:

<b>Areas lit to lux</b>	<b>14</b>	<b>Blinds to windows subject to direct sunlight</b>	<b>14</b>
<b>Corridors and steps areas</b>	<b>All</b>	<b>Specialist toys/equipment (VI pupils)</b>	<b>Yes</b>
<b>Highlighted edges/steps/doorframes</b>	<b>Not classrooms</b>	<b>Glare reduced surfaces</b>	<b>0</b>
<b>Tactile trail</b>	<b>0</b>	<b>Signage to ‘Paving the Way’ standard</b>	<b>0</b>
<b>Multi-sensory room</b>	<b>0</b>	<b>Colour printers</b>	<b>1 ICT Room</b>
<b>Facility to produce Braille materials</b>	<b>Yes Local Authority</b>	<b>Scanner</b>	<b>ICT Room/Office</b>
<b>Others – please specify</b>			

## **Appendix 2**

### **OVERDALE JUNIOR SCHOOL**

#### **ACCESSIBILITY PLAN**

The Plan is for:

- **Disabled pupils who are in the school now: improving access for them is a matter of planned improvements in addition to reasonable adjustments;**
- **Disabled pupils who are in the school system, but at an earlier Key Stage: good advance information about disabled pupils coming to the school will be important to making reasonable adjustments and to making planned improvements over time;**
- **Disabled pupils who are not yet in the school system, but about whom the local authority and other agencies may have information.**

**Over time, the focus should shift significantly from planned improvements for individual pupils to embedding accessibility considerations into everything the school does: in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.**

### ACCESSIBILITY PLAN November 2017 – November 2019

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>					
<b>Short Term</b>	Continue to request specialist help, advice and training from staff in SNTS and EPS	Seek advice from specialists regarding relevant training courses and in class support for both staff and pupils	Curriculum more accessible. Teachers and teaching assistants advised appropriately.	Nov 2017 – Nov 2019	Teaching staff trained and more knowledgeable. Therapy, Nurture Provision, ADHD Training, Dyslexia Kite Mark
<b>Medium Term</b>					
<b>Medium Term</b>	Specific guidance for teachers and teaching assistants from Special Needs Teaching Service (SNTS), Educational Psychology Service and the Behaviour Support Team on supporting social inclusion.	Request allocation of time in talking, discussion and training of teaching staff and surgeries set up for staff to meet with specialists to discuss and seek advice on specific problems. Staff from Behaviour Support Team, Educational Psychologists and SNTS to discuss specific concerns regarding pupils who may have:	Teachers and teaching assistants able to better meet the requirements of disabled pupils needs with regards to personalised learning.	Nov 2017 – Nov 2019	Teachers and teaching assistants receive a range of strategies to help pupils in order to support social inclusion. Training for all necessary staff in medical support for Asthma, Epilepsy, Catheterisation and First Aid.

		<ul style="list-style-type: none"> <li>• Specific learning difficulties</li> <li>• Specific disabilities</li> <li>• Behaviour or emotional problems.</li> </ul>			
<b>Long Term</b>	Increase in the physical accessibility of the school building and subsequent physical inclusion	<p>Review of accessibility by Governors.</p> <p>Review of ability to meet individual needs of specific children .</p> <p>Review of curricular support required on residential trips.</p>	Greater access and engagement for children with physical needs and consequent rise in self- esteem	Nov 2017- Nov 2019	<p>Increased engagement for those with physical needs at Kingswood.</p> <p>Personalised responses to individual needs and adaptations required e.g ramps/access to spinney.</p> <p>Governor walk through to consider accessibility.</p> <p>Update ramp from dining hall.</p> <p>Sound boards in specific classrooms.</p> <p>Automatic doors in Browett Entrance.</p> <p>Widened access to specific classrooms.</p> <p>Disabled toilet updated and expanded.</p> <p>Update medical policy and practice.</p> <p>PEEPs/individual risk</p>

					assessments Electronic gate. Disabled parking spece. Evac Chairs
<b>Long Term</b>	The school curriculum is matched to the learning needs of individual pupils e.g. pupils with specific physical or mental impairment.	Seek advice from LA and specialists e.g. SNTS, EPS, BST on specific professional development needs of our staff.	Teachers and teaching assistants meeting the needs of pupils.	Nov 2017 – Nov 2019	All classrooms are dyslexia friendly classrooms.  All classrooms catering for the specific physical or mental impairment of pupils. Adult support for swimming Specialist sporting provision. Enhanced access to spinney.