

NEWPORT COMMUNITY SCHOOL PRIMARY ACADEMY



**SINGLE EQUALITY
PLAN
including the
ACCESSIBILITY PLAN**

Date Adopted: 29th November 2018
Author/owner: Local Governing Body
Anticipated Review: Autumn 2019

Three-year period covered by the accessibility plan: November 2018 - November 2021

Introduction: The Duty to Promote Equality

The Single Equality Plan, including The Accessibility Plan provides a format for addressing the statutory duties of The Equality Act 2010 and The Children and Families Act 2014. Newport Community School Primary Academy welcomes its general responsibilities under The Equality Act (2010) and schools: departmental advice for school leaders, school staff, governing bodies and local authorities 2014

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

The Equality Act 2010 introduced a single Public-Sector Equality Duty and replaces all previous equality legislation. This Act requires public sector bodies, including schools to promote equality for people with a disability in every aspect of their work and protect people from discrimination and harassment.

The Act defines a disability as:

'When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' (Disability Act 2010, 4.4)

SEND including SEND Information Report and Single Equality Plan

The Public-Sector Equality Duty (section 149), sometimes referred to as the 'Equality Duty', introduced by the Equality Act, extends this positive promotion to have due regard to promote equality for all people and this extends to all protected characteristics- race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment (gender identity). Age and marriage and civil partnership is to be considered by the school as an employer.

In relation to school life, prospective pupils and pupils, parents, carers, employees and members of the community will be treated fairly and without discrimination; individuals and groups of people will not be put at a disadvantage.

The Equality Duty has two parts, the 'general' and 'specific' duties. The general duty is the school's legal responsibility to consider how our policies, practices and day-to-day activities impact on pupils and staff. As a school we will have due regard to:

- **Eliminate discrimination, harassment, victimisation** and any other prohibited conduct
- **Advance equality of opportunity between** people who share a protected characteristic and people who do not share it
- **Foster good relations between people and across all characteristics-** between people who share a protected characteristic and people who do not share it

(General Duty, section 149)

The two specific duties for schools aim to assist us in meeting our general duty:

- To **publish information** to show how we are **complying with the Equality Duty**.
- To **prepare and publish** one or more **specific and measurable equality objectives**, at least every four years

The school will publish its Accessibility Plan through this policy, which strategically plans to increase access over time to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to those with disabilities

The Single Equality Plan and the accompanying action plans set out how the governing body will promote equality of opportunity for individuals and groups of people, developing a culture of inclusion and diversity. The school aims to ensure all those connected with the school feel proud of their identity and are able to participate fully in school life. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This plan incorporates the school's aims to improve outcomes for disabled pupils, parents/carers, staff and users of the school in all aspects of school life; proactively mainstreaming disability equality into all decisions and activities. The law on disability discrimination protects people with disabilities through treating pupils with a disability more favourably than non-disabled pupils- making reasonable adjustments to provide equal opportunities within the school's provision for pupils with a disability. The school's provision for pupils with disabilities is closely connected to the Special Educational Needs and Disabilities Policy.

1. School Ethos, Vision and Values

Our vision statement is:

‘Our School aims to be a positive, caring community in which each individual is valued and respected. We endeavour to provide a high-quality learning environment to enable children and staff to learn about the world and embrace learning for life.’

At Newport Community School Primary Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents/carers and all those receiving services from the school, with any form of disability or protected characteristic. We will ensure that disabled people are not treated less favourably in any procedures, practices and opportunities offered. We do not tolerate any form of harassment to any person within our school community; we promote inclusion and working in partnership (see Equal Opportunities Policy and Harassment Policy).

We aim to develop a culture of inclusion and diversity in which people are free to disclose their disability and identity and participate fully in school life. Our Admissions Policy does not discriminate against disabled pupils.

The achievement of pupils with a disability and/or protected characteristic will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure the school environment is as accessible as possible.

1.1 What do we understand by ‘disability’ and ‘protected characteristic’?

The Equality Act (2010) defines a disability as:

‘When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ (Disability Act 2010, 4.4)

The Public Sector General Duty (section 149), introduced by the Equality Act, extends this positive promotion to have due regard to promote equality for all people and this extends to all protected characteristics- race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity gender and gender reassignment (gender identity).

As a school we need to have a regard to:

- Eliminate discrimination, harassment, victimisation and any other prohibited conduct
- Advance equality of opportunity
- Foster good relations between people

(General Duty, section 149)

This school also recognises the “social model” of disability:

“disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.” This model states that it is the world and society that creates barriers that limit or prevent people with a disability from enjoying the same opportunities as people without a disability (Scope.org.uk). The school uses this as a basis for its work to improve equality for and tackle discrimination against people with a disability.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. Disability Equality in Education (DEE) recommends that all pupils with SEND and those with long term medical needs are to be treated as disabled for the purposes of the Act and for equality. The school recognises that social, educational and behavioural difficulties are part of this definition.

This policy should be read in conjunction with the school's Equal Opportunity Policy and SEND Policy.

1.2 How we will meet the General Duty and Specific Duty?

The Equality Duty has two parts, the 'general' and 'specific' duties. The general duty is the school's legal responsibility to consider how our policies, practices and day-to-day activities impact on pupils and staff. As a school we will have due regard to:

- **Eliminate discrimination, harassment, victimisation** and any other prohibited conduct
- **Advance equality of opportunity between** people who share a protected characteristic and people who do not share it
- **Foster good relations between people and across all characteristics-** between people who share a protected characteristic and people who do not share it

(General Duty, section 149)

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- To **publish information** to show how we are **complying with the Equality Duty**
- To **prepare and publish** one or more **specific and measurable equality objectives**, at least every four years

The school will publish its Accessibility Plan through this policy, which strategically plans to increase access over time to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to those with disabilities

The Single Equality Plan and Accessibility Plan provides us with a framework for integrating equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty.

We aim to include all users of the school, including those with disabilities and protected characteristics, in the full life of the school. Our strategies to do this include;

- promoting a welcoming environment for all
- following the Local Authority admissions policies and recruitment policies in adherence with equal opportunities; which do not discriminate against people with disabilities or protected characteristics or treat them unfavourably
- raising awareness of The Equality Act amongst staff (teaching and non-teaching) through a programme of training

- planning the physical environment of the school to cater for the needs of all users of the school, including those with disabilities
- finding ways in which all pupils can take part in the full life of the school, including; a full curriculum, extra-curricular clubs, school excursions and residential trips, devising teaching and learning strategies to remove barriers to learning, having high expectations, working in partnership with parents and local agencies
- examining our curriculum, library and reading books to ensure there are examples of positive images of diversely represented individuals and groups, including people with disabilities
- providing written information in a form which is user friendly and where needed, providing alternative forms of communication to convey information, for example, tape recordings, face-to-face meetings, telephone conversations
- using language which does not offend in its literature and raising awareness within the school of the importance of language

We aim to demonstrate, using the following headings (1.3-5), how the school is systematically establishing and implementing good practice in equality and diversity through all aspects of school life.

1.3 How we have involved all participants in developing this plan?

In the development of this plan, a consultation process was incorporated to include parents and carers, their children, the staff, the governors and other users of the school. A questionnaire was sent out to all those within the school community, to gather information on their views in relation to the Equality Act (see Appendix 1). This included a named designated staff member (Deputy Head Teacher) that people could approach in relation to the scheme and offered confidential support in discussing any issues that may have arisen out of the consultation process.

This was very useful in gathering information in identifying barriers that people faced in their access to the school's provision and environment. The consultation also provided information on finding out what the strengths of the school were in supporting the diverse needs of the school community, identifying any ongoing concerns, requesting ideas and views about any further reasonable adjustments that could be made to support people with a disability or protected characteristic and considering the communities opinions in relation to priorities for our action plan and ways in which to promote diversity and equality throughout our school. The views from the different stakeholders in school will be incorporated into the Action Plan.

2. How we intend to gather information on the effect of our policies and practices on disabled people.

Currently, we gather the views of our pupils through a variety of systems including, the school council, Personalised Plan (SEND), pupil reviews and Year Six exit questionnaires; these procedures can be used to gain information from pupils to monitor and evaluate this plan.

We have systems in place for staff, governors and parents to communicate their views and opinions on a variety of matters (Admissions Information, Parents' Evenings, PintAs, Induction Evenings, and Questionnaires etc.) and these can be amended to ensure consultation for future plans. It will be important to adapt and develop these communication procedures to ensure the voice of people with disabilities is regularly listened to and involved in the life of the school, to ensure disabled people are informing future plans.

Within school, we have opportunities for regular continual professional development in relation to new legislative actions. The Deputy Head Teacher updated staff at a staff meeting in the summer term 2018 on the Equality Act. It will be important that the monitoring of this scheme ensures the wider school community has a knowledge and understanding of the Duty to Sensitive encourage disclosure and to be positive about the reasonable adjustments that can be made.

2.1 Recruitment, development and retention of disabled employees

In relation to recruitment of staff, the school examines information on recruitment equality information to look for trends and pose questions. The school welcomes applications from potential staff with disabilities. The school will then comply with the disability legislation and the equal opportunities policy to train and provide a suitable set of working conditions which allows individuals to meet their potential.

Having been recruited, staff meet with the Head Teacher to discuss professional and personal matters through termly PintA meetings or through more informal meetings promoted through an atmosphere of trust.

Although there is no legal obligation to disclose a disability, our school is committed to enabling all staff to feel comfortable about doing so by promoting awareness of the Equality Duty and the legal protection that it offers and explaining why the information is needed. Through promoting awareness in sharing current legislative information, staff are made aware of the support available to disabled members of staff and those with protected characteristics. They are aware that disclosures can enable the school to make appropriate reasonable adjustments and they are reassured of the confidentiality of any disclosures made. Within the school environment, we have displayed information on harassment and bullying (See displayed notices throughout school).

The school has adopted a range of policies to support employees in their roles; for example, therapeutic return to work and the school works towards enforcing such policies.

2.2 Educational opportunities available to and achievements of disabled pupils

During the consultation process and from information within school we have gathered information to show there are disabled pupils in school from a variety of impairment groups (see Appendix 2).

As pupils are admitted to school, information is collected on the needs of pupils through the admissions procedures and relies upon parents disclosing this information (see admissions form and Home Visit Form). We organise home visits for all pupils who join the school in Nursery, Reception and if required our CAIRB pupils; this encourages trust and allows time for parents to discuss the needs of their child in a comfortable setting where they are relaxed.

Within the school we have an established pastoral care programme which allows pupils to raise any issues or difficulties they may experience as a result of an impairment. Previous surveys of children

(Year Six Exit Questionnaires, Inclusion Award pupil evidence 2015) provides evidence that the children feel the staff are supportive and caring towards their needs and this reflects an environment in which children feel secure to raise any issues they may have. Ensuring accurate information on disabled pupils is gathered during admission and passed on during transition phases is important in ensuring equality of opportunity.

The strong, inclusive ethos of the school (SEF) provides educational opportunities for disabled pupils, allowing equal opportunities to access all parts of school life. The school has worked hard to remove possible barriers to learning and accessing school life and disabled pupils are included in many areas where previously there were difficulties; for example, after school clubs, transition support and special arrangements for residential trips, outdoor field and swimming sessions, specialised support staff for small group work. Reasonable adjustments have been made to support inclusion for disabled pupils, for example; staggering some teaching assistants lunchtimes so that support is available for specific children at lunchtime in the playground and using the resources within school to provide a Learning Mentor.

The progress data for disabled pupils is tracked through a variety of systems, as with all of the pupils within school, for example; target setting, data tracking of annual exam results, end of Key Stage outcomes with SATS results, cohort assessments, Personalised Plan targets, Inclusion Reviews (see Assessment Policy). The governors receive an annual report and presentation on the progress of the pupils within school and all disabled pupils are included within this. Gathering information on disabled pupil achievement and learning opportunities will be paramount when monitoring and reviewing this policy.

The achievements of pupils are celebrated within the school through a variety of methods (Achievement Assembly, PSHGE, displayed work, musical concerts, dramatic productions, communication with parents, sharing of achievements with peers and adults in classrooms).

In addition to achievements, the school also monitors information for disabled pupils in relation to levels of behaviour and anxiety; areas of the curriculum which present particular challenges for them or to which they have restricted access; areas of the school where they have no or impeded access. This is completed through a variety of monitoring methods, including planning and assessment files, pastoral care records, CPOMS and records of professionals meetings.

Promoting and monitoring social relationships within school to build relationships between diverse groups of pupils, staff, parents and carers and users of the school is important in building equality between people. This is supported through the Family Learning programme in school and termly network meetings held for parents across north Devon with children with an Autistic Spectrum Condition.

2.3 Information on other disabled people using our school community

The school's consultation questionnaire to users of the school community, provided information on the Equality Duty DDA, gave a definition of 'disability' (see Appendix 1) and explained why information was being requested in relation to this area. All participants were reassured that any information disclosed would be treated with respect and in confidence. From the feedback, the school was given many positive comments in relation to the support on offer in school for disabled people and those stakeholders with a protected characteristic; the disclosures made, reflects the trust that exists between partnerships within school.

The DCC admission form, home visit and relevant parent induction evenings give parents an opportunity to discuss their child's disability or their own in complete confidence.

3. How we will use the information gathered

The information gathered from various areas of the school community in relation to disabled users of the school, will help us to develop our Accessibility Plan and Single Equality Plan. We now plan to have clear systems established to encourage disclosure of needs and to ensure those people with disabilities and/or protected characteristics are offered opportunities to contribute to monitoring and reviewing this scheme. The ideas and views given to promote disability equality will be considered within our action plan and will further develop procedures and systems within school that are in place to provide support and provision for disabled users of the school.

4. How the impact of our school policies and practices will be assessed

In school we recognise the importance of assessing the impact of current policies and practices on equality, in order to ensure that they do not have an adverse impact on our stakeholders and to inform future planning.

The impact of our policies and practices on disabled children and adults will be assessed and analysed, through existing mechanisms and practices. Currently, we are aware of the 'Inclusion Statement's' ethos being incorporated into new policies or those that are being reviewed. We consider the best way to ensure that policies promote equality of opportunity for disabled people and do not inadvertently disadvantage them. Within school we have a timetable for reviewing policies (Policy Schedule and Monitoring and Evaluation Policy) and we will prioritise any policies that have previously been reviewed without consideration to this scheme.

We will also consider when gathering information from disabled people and those with protected characteristics, any comments they make in relation to policies that they consider to limit them in achieving full access to school life. Disabled pupils and adults could be involved in the impact of assessments made by highlighting the dates for renewal of policies through newsletters and inviting feedback from users of the school.

We recognise that our school policies may have an impact on participation and outcomes for pupils, parents/carers, staff and members of the local community with disabilities or protected characteristics. We have an agreed programme for the review of school policies and intrinsic to the review will be that they reflect our commitment to promoting equality for all. Initially, impact assessment will focus on the following policies:

| | | |
|--------------------------------|--|-------------------|
| Curriculum (Disability Issues) | Homework | Premises and |
| Lettings | | |
| Teaching and Learning | Behaviour | Medical and |
| Personal Care | | |
| Assessment for Learning | Health & Safety | Staff Recruitment |
| and Retention | | |
| Monitoring & Evaluation | SEND | Staff Sickness |
| and Leave | | |
| Equal Opportunities | Anti-Bullying | |
| Sex and Relationships | Drug Education and Drug Related Incident | |

The impact of proactively promoting equality of opportunity for disabled users of the school is evident from the information gathered:

- **Recruitment, development and retention of disabled employees**

Appropriate adjustments and support will be put in place for disabled employees or those with protected characteristics to enable them to return to work or continue in service. Advice will be sought by the school from health and HR services.

The school strives to eliminate harassment and bullying through policies such as whistle blowing and through formal and informal opportunities for discussion with staff. Information on appropriate action to take in these circumstances is displayed in the school. In addition, application forms, personnel forms and Continuing Professional Development records reflect how the school examines information on recruitment and retention.

- **Educational opportunities available to and achievements of disabled pupils**

Most vulnerable groups within the school, including disabled pupils, achieve expected progress (SEF); all pupils access a broad and balanced curriculum which meets their needs (CAIRB, Learning Mentor provision); feedback to pupils and carers in Home/School Communication books on achievements made.

- **Information on other disabled people using our services**

Consultation provided information on significant needs for some users of the school that were previously unknown awareness of alternative methods of communicating written information for specific cases (Tape recorder; telephone conversations); the need for further training and awareness of the Equality Duty.

Newport regularly monitors the impact of the school's policies. This is part of the school's equalities monitoring process which will involve consultation with disabled users of the school, in order that areas for change can be identified and analysis of information from data collection relating to disability. We have previously carried out consultations in relation to online safety, homework, uniform, representation for the Governing Body and newsletters.

This plan is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, views expressed by its disabled and protected characteristics members and will be used to drive forward the promotion of diversity and equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a positive, caring community in which each individual is valued and respected.

The Deputy Head Teacher will review this policy for presentation to the Governing Body for further discussion. The Head Teacher and Deputy Head Teacher will consult other stakeholders such as parents, health professionals, building professionals in formulating further action plans. From these discussions priorities will be drawn up which reflect need and available financial resources. This policy will be reviewed in accordance with the School's Policy Schedule.

5. Action Plan

We have produced an Accessibility Plan action plan to ensure that we fulfil our general and specific duties under the Equality Duty. Our previous accessibility plan outlines the steps we have taken to improve curriculum access, provision of information to disabled pupils and physical access. We have incorporated this plan into our overall Single Equality Plan and Accessibility Plan.

This plan (2018-2021) is the school's commitment to meeting the general duty and make practical improvements for disabled pupils and other service users connected with our school.

Key areas we are including as action points cover:

To confirm from consultation...

Revisiting the Scheme

Our scheme will be reviewed and revised after a period of 3 years and all stakeholders, including those with disabilities and protected characteristics, will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports. The outstanding priorities from the previous action plans will remain in the current plan and a review will be undertaken with school stakeholders in 2021.

The Single Equality Plan has been written with reference to:

- North Yorkshire County Council, Equality Framework for Local Government
- Warwickshire County Council, disability equality statutory duties for schools
- Devon's Accessibility Strategy 2017-2020

Plan to incorporate:

- The Accessibility Plan
- The school context, training, school provision, outcomes for pupils, mechanisms for involvement, action planning, reporting and publication.

5. Accessibility Plan: 2018-2021- reviewed annually

| Priority (i.e. what you are hoping to achieve) | Action Required (including necessary resources) | Success Criteria | Timescale (i.e. when the outcome will be achieved) | Responsible Person (s) |
|--|---|--|---|--|
| Promotion of community cohesion- eliminate discrimination and promote equal opportunity | | | | |
| <p>To promote positive attitudes to disability and protected characteristics.</p> <p>To promote positive relationships and understanding between all groups within our school community.</p> | <p>- Invite volunteers, (pupil, parent, staff, Governor, community) from consultation in June 2018 to address outcomes and incorporate into 2019 review of priority action.</p> <p>-Complete the Devon accessibility audit tool to identify further priorities and action, relating to school context, training, school provision, outcomes for pupils, mechanisms for involvement, action planning, reporting and publication.</p> | <p>- Stakeholders from the school are actively included in the annual review of the accessibility plan.</p> <p>- Outcomes of audit are incorporated into the 2019 review of the Accessibility and Equality Plan.</p> | <p>Summer 2019</p> | <p>- Gillian Courtenay</p> <p>- Working party of stakeholders</p> <p>- Inclusion Governor monitor progress</p> |
| <p>To review the Equality Policy alongside the Single Equality Plan and ensure equality objectives</p> | <p>-To review the Single Equality Plan alongside the Equality Plan and</p> | <p>- A final policy for equality incorporating current legislation is completed.</p> | <p>Autumn 2019</p> | <p>- Gillian Courtenay</p> <p>- Working party of stakeholders</p> |

| | | | | |
|--|---|--|-------------|---|
| are focused and incorporated into one plan. | incorporate legislation into one plan and policy. | | | - Inclusion Governor monitor progress |
| Curriculum Access | | | | |
| To narrow the gap in attainment and progress for children receiving pupil premium funding and with SEND in relation to other pupils within school and nationally- see SIP objective. | To follow the School Improvement Plan action for addressing equality of provision and outcomes for pupils identified as 'disadvantaged' or with SEND. | - The 'gap' in attainment and progress between disadvantaged/SEND pupils narrows in comparison to 'other' pupils nationally. | July 2019 | - Gillian Courtenay - SLT |
| To anticipate the needs of incoming pupils from a new group related to disability equality and protected characteristics. | To promote the aspects of the Accessibility Plan and equality plans within the school community. To action the school's awareness and provision for groups of pupils and stakeholders related to disability and protected characteristics- for | Potential vulnerable groups are represented in policies and action taken from the audit process to ensure the school is able to respond to all stakeholders needs. | Summer 2020 | - Gillian Courtenay - Working party of stakeholders - Inclusion Governor monitor progress |

| | | | | |
|--|---|---|-------------|--|
| | example, addressing LGBT+ within policies. | | | |
| Provision of Information | | | | |
| To review the school's accessibility of information for all stakeholders- the website, communication channels for families with needs related to disability and protected characteristics, a variety of languages. | <p>To review the website and ensure information is accessible and easy to locate for all stakeholders.</p> <p>To audit families/stakeholders needs related to communication and identify areas to improve- for example, information on DIAS, identified person in school to support queries, information available in a variety of formats. etc</p> <p>To ensure information for families is provided in different languages.</p> | Feedback from all stakeholders represents positive access to information. | Summer 2020 | <ul style="list-style-type: none"> - Annette Yates - SLT - Alison Rogers - Louisa Buttel |

| Physical Access | | | | |
|---|--|---|-------------|---|
| To review the accessibility of the school site in relation to the Devon accessibility audit tool. | To use Devon's accessibility audit tool to identify further site provision for people with a disability. | The health and safety premises plan identifies long term strategic plans to address areas of need identified through the audit of physical access to the school site. | Summer 2019 | - Claire MacAllister, Terry Simons, Annette Yates |
| To review the signage for the pupil/adult disabled toilet, ensuring it is re-signed as an accessible toilet for pupils with a disability and protected characteristics. | To change the signage of the pupil/adult disabled toilets. | The signage for accessible toilets in school is positive for people with a disability and protected characteristic. | Summer 2019 | - Gillian Courtenay, Louisa Buttell, Terry Simons |

Review Date: Annual review and September 2021

Senior Member of Staff Responsible: Gillian Courtenay

Designated Member of Staff: Gillian Courtenay

Governor Responsible: Victoria Nel

Historical plans

Strand B: Improving the extent to which disabled pupils can participate in the school curriculum

| Issue of accessibility identified | Action to be taken | Who/when | Estimated cost | Success criteria |
|--|--|--|-----------------------|--|
| No ramped access to the school building | To investigate raising existing concrete mounds to classroom exits | LEA whole school redevelopment plan Resources committee 2006/07 | £4000 | Disabled access to all classroom doors |
| No ramped or disabled access to front of school and rear playground to toilet area | To construct a ramp to front and rear of the school (as part of the staffroom changes) | Resources Committee LEA March 2007 | £6000 - £8000 | Disabled access to front of school |
| No internal means of access from KS1 area to I.T. suite | To investigate a means of internal movement from one level to another (there is currently external access) | Resources Committee April 2008 | £6000 | Internal disabled access from one level to another. Been to see school in Ivybridge £5000-£6000 per square lift – works well – John Stevens. Space may be an issue |

Historical plans**Strand B: Improving the Physical Environment of the School**

| Issue of accessibility identified | Action to be taken | Who/when | Estimated cost | Success criteria |
|---|--|-----------------------------|----------------|---|
| No ramped access to the school building | To investigate highering up existing concrete mounds to classroom exits / communal entrances | Resources committee 2007/08 | £4000 | Disabled access to all classroom doors |
| No ramped access to Year 4 mobile | To construct a ramp allowing access to Year 4 mobile | Resources Committee 2004/05 | £3500 | Disabled access to Year 4 mobile classroom |
| No ramped or disabled access to front of school | To construct a ramp to rear of the school | Resources Committee 2007/08 | £6000 - £8000 | Disabled access to rear of school |
| No internal means of access from KS1 area to I.T. suite | To investigate a means of internal movement from one level to another (there is currently external access) | Resources Committee 2007/08 | Unknown | Internal disabled access from one level to another. |

Historical plans

Strand C: Improving the delivery of information of the School

| Issue of accessibility identified | Action to be taken | Who/when | Estimated cost | Success criteria |
|---|---|---|-----------------------|--|
| No parent accessible information on school approach to SEND/disability on website | To produce one document detailing information on the school's approach to SEND, inclusion, disability. To have available to all parents SEND information at parent point | Inclusion Manager/Andy by end of spring term 2008 | None | One document detailing inclusion, disability and SEND policies |
| No documentation to ensure all SEND abbreviations are understood | A key to explain abbreviated terms used in IEP's, to be given out to staff and parents at termly Inclusion Review | Inclusion Manager by autumn term 2007 | None | Staff and parents keep copy of SEND key with termly IEP |

4th June 2018

Dear Parent/Carer,

The Equality Act 2010 requires public sector bodies, including schools, to promote equality for people with a disability in every aspect of their work and protect people from discrimination and harassment.

The Act defines a disability as:

'When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' (Disability Act 2010, 4.4)

The Public Sector General Duty (section 149), introduced by the Equality Act, extends this positive promotion to have due regard to promote equality for all people and this extends to all protected characteristics- race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment (gender identity).

As a school we need to have a regard to:

- Eliminate discrimination, harassment, victimisation and any other prohibited conduct
- Advance equality of opportunity
- Foster good relations between people

(General Duty, section 149)

I am currently reviewing our equality objectives to inform our Equality Policy, Disability Equality Scheme and accessibility plan and would like to engage you for your views on our current provision relating to equality of opportunity. I am gathering information from staff, pupils, parents, governors and visitors to the school.

Please complete the questionnaire provided and return to your child's class teacher by Monday 25th June 2018.

Kind regards,

Gillian Courtenay
Deputy Head for Inclusion and Safeguarding

Impaired or Disabled Pupils in School- Primary Need

| | | | |
|---|----|--|----|
| Mobility difficulties | 0 | Allergies | 3 |
| Blind or vision impairment | 2 | Learning difficulty | 17 |
| Deaf or hearing impairment | 1 | Specific learning difficulty/ Dyslexia | 6 |
| Autistic Spectrum Disorder | 13 | | |
| Mental health condition | 3 | Communication interaction /speech and language difficulty | 7 |
| Chronic progressive medical condition | 4 | Other, please state: | |
| Chronic recurrent condition, for example, asthma, epilepsy | 51 | | |

Total: 107

Useful Websites

- **See website, SEND list**
- **Local Offer/SEND** <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>
- **Early Help**
<https://www.devonchildrenandfamiliespartnership.org.uk/workers-volunteers/early-help/>
- **Devon Information Advice and Support** have also developed updated information in relation to the changes, including information booklets for parents and carers.
<http://www.devonias.org.uk/>

Inclusion Statement

Our school aims to be an inclusive school; this means that equality of opportunity must be a reality for our children. We have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the programmes of study to provide pupils with relevant and appropriately challenging work at each key stage.

It sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers for individuals and groups of pupils

We aim to provide an inclusive community in our school through recognising that different groups of children may be at risk of not being included. These groups are:

- Children with Special Educational Needs
- Children whom are Very Able and Talented
- Children with disabilities
- Children with medical conditions
- Children for whom English is an Additional Language
- Disadvantaged pupils including, Looked After Children or adopted from Care, Children on Free School Meal (FSM) or eligible for FSM in past six years
- Young Carers
- Minority ethnic and faith groups
- Children who are at risk of disaffection or exclusion
- Children in Service Families
- Children with protected characteristics

We therefore take action to ensure these groups are not disadvantaged through ensuring that inclusive practice is underpinned by duties described in current legislation and statutory guidance. This includes, sharing a termly report with the Governing Body on Inclusion and Safeguarding, including the impact of Pupil Premium funding.

In addition, the Deputy Head Teacher works closely with pupils, parents, staff and Governors to continue developing inclusive practice within the school community.

