

BRUNSWICK PARK PRIMARY SCHOOL



ACCESSIBILITY PLAN

September 2016

_____ Chair of Governors/Governor

_____ Date

_____ Head Teacher

_____ Date

Review Date: Summer 2019

Brunswick Park Primary School Accessibility Plan 2016 - 2019

INTRODUCTION

Brunswick Park Primary School is in agreement with the DDA and has committed itself through policy to:

- increase access to the curriculum for disabled pupils;
- improve the physical environment to increase access to education and associated services at our school; and,
- improve the information provided for disabled pupils, staff, parents and other service users where such information is provided in writing for people who are not disabled.

INVOLVEMENT OF DISABLED PEOPLE

This Scheme is adapted from the model disability equality scheme produced by Southwark LA with the involvement of a support group of disabled people comprising parents, governors, and teachers. Disabled children and young people were fully involved in piloting the model scheme at a Southwark secondary school.

In adapting this scheme Brunswick Park Primary School involved disabled people through meetings, questionnaires and one to one discussions.

Disabled people will continue to be involved in implementation of the scheme's action plan through liaising with the CST and the Disability Equality Scheme working party. The scheme will be continually monitored as seen on the action plan with evidence of its implementation being shared at Governors meetings..

POLICY STATEMENT

Commitment to Disability Equality

At Brunswick Park Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We recognise and welcome the proactive nature of the duty to promote disability equality and aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Brunswick Park Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Scope of the Scheme

The DDA 2005 defines a disabled person as someone who has a 'physical or mental impairment, which has a substantial or long-term adverse effect on his or her ability to carry

out normal day-to-day activities.’

In fulfilling the Disability Equality Duty (DED) we will:

- promote equality of opportunity between disabled people and other people;
- promote positive attitudes towards disabled people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- encourage participation by disabled people in the life of the school
- take necessary lawful steps to meet disabled people’s needs.

This scheme therefore covers all aspects of the work of the school.

Our accessibility plan required under the DDA 1995 sets out the action we will take to:

- increase access to the curriculum for disabled pupils;
- improve the physical environment to increase access to education and associated services at our school; and,
- improve the information provided for disabled pupils, staff, parents and other service users where such information is provided in writing for people who are not disabled.

Our accessibility plan is therefore part of the Action Plan of this scheme.

All our other policies and procedures will be reviewed in accordance with the timescales set out in each policy. Each review will examine the disability equality impact of the particular policy or procedure under consideration to ensure that they include explicit disability equality objectives wherever these are relevant.

Our policies, procedures and practices are to be found on the schools shared area and hard copies can be requested from the admin staff.

Responsibilities

(a) Governing Body

The Governing Body is responsible for this scheme and for making sure that it is acted upon. The Governing Body will monitor and evaluate the operation and impact of this scheme and provide the resources and support structures needed to ensure effective implementation of the action plans flowing from it.

The Disability Equality Scheme Working Party has been appointed by the Governing Body to oversee the effective implementation of the disability equality scheme and to report on associated issues to the whole Governing Body.

(b) Head Teacher

The Governing Body may choose to delegate the day-to-day responsibility for the management of the scheme to the Head teacher, Deputy Head teacher or Assistant Head teachers.. The Head teacher may be given such responsibilities as deemed appropriate to:

- Ensure the effective implementation of the scheme;
- Communicate the scheme and its implications to staff, pupils, parents and other bodies;
- Organise the delivery of the relevant training for staff;
- Monitor and report on the operation of the scheme;
- Take any remedial actions as required.

(c) Staff

This disability equality scheme applies to all staff.

Some staff may, from time to time, be given specific responsibilities for the implementation of aspects of the scheme, such as the investigation of reported incidents of disability related harassment or disability discrimination, monitoring the implementation of the scheme; or, conducting equality impact assessments.

Staff will be consulted on the implementation of the scheme through the normal procedures that apply, and via the relevant trade unions.

(d) Pupils/Students

The disability equality scheme applies to all pupils/students, regardless of whether they receive some or all of their education at this school.

(e) Parents/carers and other persons

Parents, visitors and contractors and other persons coming on to the school site will be informed of our commitment to disability equality and will be expected to comply with the relevant aspects of our disability equality scheme.

Training and Development

We will review the training and development needs of members of the Governing Body as part of the annual process of reviewing the disability equality scheme. All members of the Governing Body are expected to undertake an induction programme to ensure that they are aware of the content of the scheme and its implications for the work of the Governing Body.

The training and development needs of staff will be considered as part of the arrangements for performance management. Relevant staff training opportunities will be funded and made available within the normal working day as well as through twilight sessions.

Breaches of Policy

Breaches of our policy on disability equality will be dealt with in accordance with the disciplinary provisions set out in the relevant school policy.

Harassment and Disability Discrimination

We will not tolerate disability related harassment and will deal with it through our relevant established procedures.

All staff are responsible for ensuring that incidents of disability related harassment or disability discrimination are recorded and referred to the relevant member of the senior leadership group.

We will monitor and report on such incidents on a regular basis.

Impact Assessment, Monitoring and Review

We will develop and review our arrangements for collecting data on disability and use this data to see whether our actions and policies benefit people with disabilities.

Guidance on our monitoring arrangements is set out in our action plan.

The action plan included in this Scheme shows our plans for monitoring the impact of all our policies. We will update this aspect of the action plan at each annual review of our Scheme.

Our monitoring will cover pupils, staff and parents.

The CST will be responsible for collating and analysing data on disability.

Our approach to assessing the impact of our policies on pupils, parents and staff in terms of disability is set out in the Equality Disability Action Plan.

We recognise the complex and sensitive nature of disability related data, and respect the rights of individuals to declare or withhold their disability status. We will also ensure that the information about an individual's disability is treated in confidence and strictly for the purpose of monitoring the operation and impact of this scheme.

Disability related information will therefore be recorded on the basis of each individual's self-identification. Such information will be treated as sensitive and confidential, and its collection and use will comply with the provisions of the Data Protection Act 1998.

The Governing Body will consider monitoring information in respect of the attainment of disabled pupils on an annual basis.

The Governing Body will review this Scheme on three year basis.

Action Plan

It addresses:

- Disability equality objectives
- arrangements for assessing the impact of new and existing school policies
- arrangements for monitoring and reviewing the disability equality scheme
- the involvement of disabled people
- relevant consultation activities
- our publication plan and timetable
- the timescales and responsibilities for each of the above
- resources

Dissemination

Our target audiences for information the about this Scheme are our pupils, parents, staff and the general public. We will refer to information published in previous years to highlight significant trends and developments in our performance. Our annual publication plan and timetable is therefore included in the scheme's action plan and sets out how we intend to reach our target audiences.

The Prospectus is a key document for publishing this information.

1. Action Plan

BRUNSWICK PARK PRIMARY SCHOOL DISABILITY EQUALITY ACTION PLAN [2016-19]

| ACTION | INTENDED OUTCOME | BY WHEN | RESOURCES, COSTS, BUDGET | BY WHOM | MONITORING: |
|---|---|-------------|-----------------------------|------------------------|-------------|
| <i>INFORMATION GATHERING</i> | Audit of disabled pupils in the school including | Dec 16 | | KS (Inclusion Manager) | HT |
| | <ul style="list-style-type: none"> Patterns of attendance and exclusion | March 17 | | | IM |
| | <ul style="list-style-type: none"> Areas of the curriculum to which pupils have limited or no access | December 16 | | All Staff | CST |
| | <ul style="list-style-type: none"> Participation of pupils in of-site activities | March 17 | | | CST |
| <ul style="list-style-type: none"> Parts of the school to which pupils may have limited or no access | December 16 | | | CST | |

| ACTION | INTENDED OUTCOME | BY WHEN | RESOURCES, COSTS, BUDGET | BY WHOM | MONITORING: |
|--------|--|--|---|---|---|
| | <p>Analysis of outcome data for disabled pupils including:</p> <ul style="list-style-type: none"> • End of key stage outcomes. Mid term analysis of data. • Achievements in extra-curricular activities • <p>Audit of disabled staff:</p> <p>Audit of users including:</p> <ul style="list-style-type: none"> • Parents and other visitors to school site • Volunteers • Extended day activities • General public e.g. at school fete, concert or performance | <p>Termly</p> <p>Achievement assembly.</p> <p>Ongoing</p> <p>March 17</p> <p>June 17</p> | <p>Management Time</p> <p>Management Time</p> <p>Management Time</p> <p>Management Time.</p> <p>Questionnaires.</p> <p>Discussions.</p> | <p>TM (Assessment Leader)</p> <p>FO'M (Parent Engagement)</p> | <p>Governing Body</p> <p>I.M.& HT.</p> <p>CST</p> <p>CST</p> <p>CSt & Governors</p> |

| ACTION | INTENDED OUTCOME | BY WHEN | RESOURCES, COSTS, BUDGET | BY WHOM | MONITORING: |
|---|--|-----------------------------------|---|---|--|
| <p>MAPPING POLICIES AND PRACTICES</p> <p>INVOLVING DISABLED PUPILS, STAFF AND USERS</p> | <p>Identification of high priority policies, practices and procedures with particular regard to:</p> <ul style="list-style-type: none"> • Anti-bullying, school trips • P.E. • Conduct of risk assessments • Learning and teaching • Time-tabling • Administration of medicines <p>Consult disabled pupils about proposed actions to increase accessibility and about their future involvement in audits using:</p> <ul style="list-style-type: none"> • School Council • Focus groups • Learning Mentors • Their Parents • Teacher Assistants • Surveys | <p>Spring 17</p> <p>Summer 17</p> | <p>Management Time</p> <p>Management Time</p> | <p>All staff.</p> <p>Inclusion manager and working party.</p> | <p>Governing Body CST</p> <p>Governing Body. CST</p> |

| ACTION | INTENDED OUTCOME | BY WHEN | RESOURCES, COSTS, BUDGET | BY WHOM | MONITORING: |
|--|--|------------|--------------------------------------|-----------------------------|------------------------|
| ACCESSIBILITY: PHYSICAL ENVIRONMENT | Consult disabled staff about proposed actions to increase accessibility and about their future involvement in audits | End Term 3 | Management Time | | CST |
| | Consult disabled parents and other site users about proposed actions and their future involvement in audits using: <ul style="list-style-type: none"> • Working groups • Surveys • Meetings | End Term 3 | Management Time | FO'M (Parent Engagement) | Governing Body. CST |
| | Conduct accessibility audit that also has regard to sensory impairments using: <ul style="list-style-type: none"> • External consultant • School's own audit • Local Authority advice • Advice from bodies such as RNIB and local voluntary organisations • Include in SIP. | End Term 3 | Management Time. Consultant fees. | HT | CST |

| ACTION | INTENDED OUTCOME | BY WHEN | RESOURCES, COSTS, BUDGET | BY WHOM | MONITORING: |
|--------|---|--|---|--|---|
| | Improve toilets, washing and changing facilities Improve if necessary. <ul style="list-style-type: none"> • Lighting • Signage • Colour contrasts • The acoustic environment • Floor coverings Provide <ul style="list-style-type: none"> • Improvements to doorways • Ramps • Lifts • Grab bars • Particular furniture or equipment to improve access | Summer 17 End Term 3 2017-18 | TBA TBA TBA | Premises Officer SAO HT/Premises Officer. SAO HT /Premises Officer. SAO | CST CST CST |

| ACTION | INTENDED OUTCOME | BY WHEN | RESOURCES, COSTS, BUDGET | BY WHOM | MONITORING: |
|---------------------------|---|---|--|---|--|
| ACCESSIBILITY: CURRICULUM | Audit the extent to which disabled pupils can participate in the school curriculum by: <ul style="list-style-type: none"> • Use of SENCO time • Increasing support from the authority by carefully compiling review statements to meet funding needs. • Using external partners e.g. speech and language specialist, educational psychologist • Developing awareness of disability through the curriculum • Use of ICT • Appropriate deployment of learning support | On going | Inclusion Manager's costs. | Inclusion Manager and Curriculum Coordinators | Governing Body |
| Monitoring Information | Analyses reported to Governing Body . Attainment. Exclusion. Bullying and harassment. e.g. Attainment e.g. Exclusions e.g. Bulling and Harassment | Yearly Term 1: Term 1: Term 2: | Management Time Management Time Management Time Management Time | HT Inclusion manager. Assessment Leader HT HT HT | Governing Body Governing Body Governing Body Governing Body |

| ACTION | INTENDED OUTCOME | BY WHEN | RESOURCES, COSTS, BUDGET | BY WHOM | MONITORING: |
|--|---|--------------|-----------------------------|----------------------------|----------------|
| EQUALITY IMPACT ASSESSMENTS | Include disability in the equality impact assessments of the policies, practices and procedures scheduled for assessment during year one of this action plan. | Term 3 2019 | Management Time | All staff | CST |
| Publication of reviewed Disability Equality Scheme and Action Plan (2008/09) | Publication | Term 3: 2019 | TBA | Inclusion Manager. CST. | Governing Body |