

Learning for Ourselves, Respect, We Can



# **DISABILITY AND EQUALITY POLICY (ACCESSIBILITY PLAN)**

## **(Statutory)**

**RRS:-**

1. **Best interests of the child.** The best interests of the child must be a top priority in all actions concerning children.
2. **Protection from all forms of violence.** Governments must do all they can to ensure the children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.
3. **Children with disability.** A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.
4. **Goals of education.** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Reviewer: Diane South**

**Reviewed and approved by Full Governors:**

**Adopted by Governors on:**

**Next Update: April 2023**

## **LYNDHURST INFANT SCHOOL**

### **Learning For Ourselves, Respect, We Can.**

#### **1. Vision Statement**

We will:

- teach a broad, balanced, relevant, exciting curriculum within a secure and stimulating environment where children can learn ready for life in the 21<sup>st</sup> Century
- provide an environment which will nurture interdependence and independence, inspire self confidence and stimulate a positive disposition, which will increase the extent to which disabled pupils can participate in the curriculum.
- encourage children to take an active role in the development of the local and wider community
- provide a safe, secure and caring environment.
- treat everyone with respect, regardless of differences
- encourage a healthy attitude towards their children's own lives and wider environmental issues.

Lyndhurst Infant School aims to identify and remove barriers to pupils with disabilities in every area of school life through:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Providing appropriate resources and personnel
- Overcoming potential barriers to learning and assessment for individuals and groups of children.

#### **What do we understand by disability?**

'Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'. (Disability and Discrimination Act 1995 Part 1 para 1.1). This definition was amended and broadened in December 2005 under the Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment, the need for it to be clinically well-recognised has been removed.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long-term medical needs be treated as disabled for the purposes of the Act and for significant impact on their day-to-day activities.

We have high expectations of all our pupils and we support each child to achieve, whatever their disability.

## **Strengths and weaknesses**

### **Strengths:**

- An inclusive ethos
- All staff committed to promoting ethos
- Willingness to identify future improvements and needs

### **Areas of development:**

- Some classes/areas of the school are more restrictive than others

## **2. The Duty**

### **We will actively seek to:**

- promote equality of opportunity between people with disabilities and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of people with disabilities that is related to their disability
- promote positive attitudes towards people with disabilities.
- encourage participation by people with disabilities in public life.
- it is also important to respect the wishes of children with a disability in an educational setting so that they do not feel pushed into activities they do not wish to take part in
- take steps to take account of a disability, even where that involves treating a person with a disability more favourably than other people.

## **3. How we will meet the General Duty and Specific Duty:**

- ❖ We will promote positive attitudes by increasing awareness of disability within the school by using members of the community as role models, ensuring any school books and other materials reflect our diverse society, using outside agencies to offer advice and support.
- ❖ Reasonable adjustments will be made by the school to take into account disabilities and this may require more favourable treatment such as providing additional coaching or special facilities at break times, researching accessible parking space, fitting ramps, wheelchair accessibility, disabled and toilet facilities and handrails as appropriate.
- ❖ Reasonable adjustments to the environment for children with auditory and/or visual difficulties e.g. steps highlighted and the position of tables.
- ❖ Any child with a disability who shows an interest in positions of responsibility will be actively encouraged e.g. Lyndhurst leaders, Eco Warriors, helping in school etc.
- ❖ School trips – all children will be involved in school trips. This may include parents supporting the school and their child by joining us. Staff are aware that trips must be suitable for all children. Parents of children with a disability may be asked if they wish to accompany their child. Older children may wish to be involved in lunchtime activities and adjustments will be made according to need
- ❖ Bullying – name calling or any other form of harassment will not be tolerated – see Anti-bullying Policy
- ❖ Recruitment – we have a policy of interviewing applicants with a disability who meet the job specifications
- ❖ We will ensure that there is relevant training for staff where appropriate

- ❖ We will ensure the availability of written material of different formats when required.

### **Developing advice for pupils with a disability, staff and parents/carers**

- Pupils and parents/carers are actively involved in review meetings and transition planning
- Early Years staff, as part of the Induction process, will discuss parent/pupil needs before the child starts school and liaise with the appropriate agencies and pre school settings
- Pupils with disabilities who are transferring to Junior school education, or moving classes within our school, will have their needs carefully addressed. This ensures that appropriate provision is in place at the start of the new school year.
- Parent/carers with a disability will be considered when placing their child. For example, siblings will be placed in classes close to each other if reasonably possible.

### **The Governing Body**

Governing body proceedings can be made accessible should this be necessary. We do encourage clear links between parents and the governing body though the minutes being made available to the school community. Governors' roles are referred to in newsletters. The governing body does consult with parents/carers through the annual parental questionnaire. We do encourage parents / carers / community members with a disability to become governors by asking all parents to consider this role when one becomes available.

### **Removing Barriers**

All Governing Body meetings take place within the school and therefore meet accessibility.

### **Disability in the Curriculum, including teaching and learning**

We ensure that the curriculum is matched to the needs of all learners. The staff continually review the curriculum. Please refer to our Inclusion Policy, SEN Policy, PHSC Policy, Accessibility Plan, Circle Time, Nurture and SEAL materials.

### **Eliminating harassment and bullying**

See Anti-Bullying Policy

### **Reasonable adjustments**

All adjustments will be evaluated by staff and governors on an annual basis. After any school trip, staff will evaluate accessibility.

### **School Facility Lettings**

In the event of need, adjustments are made to ensure accessibility.

### **Contractors**

In the event of a person being employed, equal opportunities will be given.

### **Information, Performance and Evidence**

- A review of the plan will take place every year or as necessary or legislation change. The progress in implementing the scheme and what effect it has had, will be undertaken by staff and governors
- The Action Plan will be monitored as appropriate by staff and Governors or outside agencies as indicated on the plan.
- Pupil achievement – information on children with SEND and other forms of disability will continue to be analysed and monitored by the SENDCo
- Learning opportunities – if appropriate, links will be made with other establishments and organisations. For example, Enable Me, RNIB
- Social relationships – through positive staff role models and PSHE curriculum.
- Disadvantaged learners are the responsibility of the whole school community. Their needs, progress and attainment will be constantly monitored by school staff and outside agencies

### **Impact assessment**

- Monitoring by governors and staff
- The SENDCO will continue to meet with all staff to discuss the needs of all children within their class.

Questions the school needs to consider in governor monitoring meetings are:

- What are the training needs of the school regarding the DCFS?
- Who will be involved in assessing impact and how will the school involve disabled people?
- How will the school determine priorities?
- Will the school need external expertise?
- Who will the school report the results to?
- Has contact been made with trade unions at the school?

### **Reviewing/Monitoring**

The action plan/accessibility plan and the duty will be revised at least every three years.

### **Equal opportunities:**

We will aim to ensure that all children will have an equal opportunity to explore their potential regardless of gender, ability, cultural or religious background with reference to our school's equality statement.



### **Equality Objectives 2022 – 2024**

*Equality Statement to be added to all relevant policies/documents: Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.*

*This policy has been equality assessed and we believe that it is in line with the Equality Act 2010 as it is fair, does not prioritise or disadvantage any pupil and it helps to promote equality at Lyndhurst Infant School.*

Objective	Target Group	Action	Timescale	Monitoring and Evidence
<u>Plan</u>  To publish and promote the equality plan to all stakeholders and to welcome feedback and ideas	School Community	<ul style="list-style-type: none"><li>All stakeholders can access the plan and policy via the website</li><li>All stakeholders can assess the impact of the planned actions and influence future targets and actions</li></ul>	By March 2022	SLT, Staff and Governors Recorded on plan and via the SDP
<u>Disadvantaged learners</u>  To identify all our disadvantaged learners and assess their needs To improve outcomes for disadvantaged learners To support our disadvantaged families	Disadvantaged learners	<ul style="list-style-type: none"><li>Identify our disadvantaged and PP learners</li><li>All learners are able to achieve and progress through planned opportunities</li><li>Track and assess their progress regularly and set up interventions</li><li>Enrich curriculum to give learners the cultural experiences in line with peers</li><li>Adopt equitable approaches to support learning</li></ul>	Ongoing	PP Lead Assessment Lead All Staff Data and tracking  PP Work party  Safeguarding Governor

		<ul style="list-style-type: none"> <li>FESO/SENDCo to support disadvantaged families by signposting and offering practical support such as food bags</li> </ul>		
<u>SEND</u>  To improve outcomes for children with SEND	Learners with SEND	<ul style="list-style-type: none"> <li>Early identification and support – On Entry forms to be completed</li> <li>Sign post families for support i.e. children/families in SSC</li> <li>Staff training and working with specialist professionals</li> <li>Interventions and specialist provision/resources</li> </ul>	Ongoing	SENDCo/ TAs ILPs and EHCP reviews Annual Reviews Inclusion meetings  SEND Governor
<u>EAL</u>  To ensure that children with EAL are supported	EAL learners	<ul style="list-style-type: none"> <li>On Entry forms to identify languages spoken and competency of English</li> <li>Use EMAT specialists if necessary</li> <li>EAL lead to liaise with families to see what support is needed and sign post to translate services/buttons on website</li> <li>Use library service – this may be needed if school hosts Ukrainian families</li> </ul>	Ongoing	All staff EAL lead
<u>Celebrations</u>  To celebrate, understand and respect all differences – genders, race, cultures	All learners	<ul style="list-style-type: none"> <li>Keeping Safe Week/Anti bullying week and ongoing work through PSCE</li> <li>Jigsaw scheme of work</li> <li>Assemblies and school songs</li> <li>Visitors and visits</li> <li>All Racist Incidents reported/recorded</li> </ul>	Ongoing	Whole school community  Governors and SLT
<u>Classroom/Corridor Environment</u>	<u>Staff and Children</u>	<ul style="list-style-type: none"> <li>Clean, tidy and representational classrooms. All rooms</li> </ul>	Ongoing	Al staff Curriculum leads

'Can I see myself?'  Classroom Environments		<p>support learners and adults with disabilities.</p> <ul style="list-style-type: none"> <li>• Resources mirror the children's identity</li> <li>• Staff consider unconscious bias and are proactive in ensuring that their learning enc</li> <li>• Vocabulary from Jigsaw displayed around the room to support all learners</li> <li>• Library loan boxes ordered as necessary</li> </ul>		Governors
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