



Moat Farm Junior School

Disability Scheme &
Accessibility Plan

2012 – 2015

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Moat Farm Junior School Disability Equality Scheme and Accessibility Plan

Jan 2012 – Jan 2015

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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- *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.*

Duties under part 5 of the DDA require the Governing Body to

- *promote quality of opportunity for disabled people – pupils, parents, carers, staff and others who use the school or wish to, and*
- *Prepare and publish a disability equality scheme to show how they will meet these duties.*

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

- *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 of information to disabled pupils which is provided in writing for pupils who are not disabled.*

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

1. Starting points

1A: The purpose and direction of the school's plan - Vision and Values

'Through partnerships with local communities, Moat Farm Junior School will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We will ensure that all of our learners, including those with a disability, aspire to the highest of standards, are economically aware, and make a positive contribution to the wider world.'

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- *Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.*
- *Set high standards and targets for all pupils including those with a disability.*
- *Strive to achieve high standards in all areas of the curriculum.*
- *Nurture an awareness of the need for a healthy lifestyle.*
- *Provide a safe and secure learning environment for all pupils.*
- *Provide opportunities for everyone to make a positive contribution to the community and wider world.*
- *Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.*
- *Develop pupil collaboration and independent learning opportunities.*
- *Make sure that all pupils are happy and fulfilled having a positive self-esteem.*
- *Ensure that pupils understand social responsibilities within the wider community know their boundaries and are mutually respectful.*
- *Celebrate achievement as well as attainment of all pupils.*
- *Equip all of our pupils with the necessary life-skills in order to gain a lifelong means of communication.*
- *Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.*

- *Make our extended day activities, day trips and residential visits accessible to all adults and pupils, and when this is not possible discuss alternative arrangements with pupils, staff and parents.*
- *Update and extend the schools anti-bullying policy is extended to all adults and pupils, making sure action is taken against people making racist, sexist, disablist and homophobic comments, without infringing the right to freedom of expression.*
- *Ensure full understanding of all stakeholders as to what constitutes racist, sexist, disablist, gender and religious discrimination, ensuring it is eliminated from policies and practises.*
- *Provide positive role models and views of disabled people e.g. in assemblies, play and curriculum resources, inviting disabled people into school where appropriate to share in opportunities.*
- *Monitor the presence and participation of all disabled stakeholders.*
- *Provide Physical and emotional support for people with disabilities; raise awareness of their physical and emotional needs through discussion, circle time, etc.*
- *Ensure all staff are aware of the nature of disabilities within the school community, receiving training and support where needed.*

The school has set the following priorities for the development of the vision and values that inform the plan:

- *Update our vision and values, in light of consultation with all stakeholders- pupils, parents, staff and governors to extend opportunities for all. Review procedures for transition, from infants to MFJ- MFJ to senior school.*
- *Review curriculum resources and opportunities to ensure they reflect positive images of disability*
- *To provide training and induction for all teaching staff, support staff, and governors to ensure appropriate disability awareness throughout the whole school. Work with parents and professionals to monitor and increase access to all school activities to people with disabilities.*

1B: Information from pupil data and school audit

SCHOOL CHARACTERISTICS:

CATEGORY	CHARACTERISTICS
FSM	95 -
SEN	To be included
EAL	22
PUPIL MOBILITY	All pupils mobile.
ATTENDANCE 2010-2011	94.5%
ETHNICITY	WBRI 54% Other Ethnic groups 46%
DISABILITY	MLD 5 MLD+Phys. 1. VI 1 HI 1 ASD 1
DISABILITY (PRE- SCHOOL)	n.a.

The number of pupils known to be eligible for Free School Meals (FSM) is 95.

The school currently has 8 children either on the temporary or permanent LACE register.

There have been 1 permanent pupil exclusions in the last three academic years.

Disabled Pupil Presence, Participation and Achievement

- Levels of absence in the school's disabled population are similar to that of their non-disabled peers.
- All disabled pupils are included in all areas of the curriculum; those with physical disability receive 1 to 1 support in PE lessons to aid their access to the NC requirements.
- Children with HI are working at expected levels of achievement.
- Academically, the pupils with ASD and ADHD are working at expected NC levels. Socialisation with their peers remains an issue for further development with the current introduction of behaviour support sessions, guided play and play leaders in lunch time breaks, and mentoring available in each year group.

1C Views of those consulted during the development of the plan

- *Teaching and support staff were consulted during the development of the plan in order to access current expertise and experience within the school.*
- *Regular information collection takes place in the form of*
 1. *whole school surveys on every aspect of school life for every stake holder*
 2. *Informal SEN workshops and meetings*
 3. *Representative parent council meetings*
 4. *An open door policy in school*
- *As the school continues to have children with a variety of Special needs / disabilities, there is close and consistent consultation between Sandwell SEN dept, Infant teaching Staff and the Parents of all new intake to ensure all needs have been catered for, and an ongoing home school reporting system is in place.*

The school has set the following priorities in respect of consultation on the plan:

- *Consultation with pupils and parents will continue to be focused through termly review meetings (IEPs and statements)*
- *Consideration of how to make the consultation accessible to all participants*
- *Views and advice from specialist staff e.g. school nurse, diabetic nurse, CAMHS, Occupational therapist, Physiotherapist, will be requested and acted upon to improve and inform future planning.*

Impact Assessment

The scheme will be reviewed on an annual basis.

The review will be led by the SENCO and inclusion team, consulting with all stakeholders in school.

Progress will be assessed against planned actions and impact; new priorities will be included. The scheme will be updated, new actions will be incorporated into the School Action Plan, and resources allocated.

2. The main priorities in the school's plan

- 1. Promote equality of opportunity, positive attitudes and understanding of disability**
- 2. Eliminate discrimination, bullying and negative images of disability.**
- 3. Encourage full participation of disabled children and adults in all of areas school, work and society as a whole.**

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

As stated in section 1A our vision is of a fully inclusive school with equal opportunities for all underpinned by the principles of the National Curriculum Inclusion Statement. Staff with responsibility for curriculum areas will continue to incorporate a variety of activities in current plans to allow access by differing learning styles i.e. visual, auditory and kinaesthetic (VAK). Differentiated work sheets will ensure that suggested activities are accessible to all pupils and that reasonable adjustments have been made. Curriculum in this context goes beyond the 'taught' curriculum and is taken to encompass all activities undertaken during an extended school day.

High quality teaching and learning for all continues to be a priority in the school improvement plan. Raising the quality of teaching for disabled pupils will be a significant step towards achieving this aim. The SENCO and other senior leaders in the school include improving outcomes for pupils with SEN and disability as part of their monitoring role. The SENCO in this school is given release time to undertake this important role.

Data collection and consultation will monitor progress and participation which will need to be addressed over the lifetime of this plan

The school has set the following overall priorities for increasing curriculum access:

- *Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels*
- *Working with local authority advisers to ensure that maximum use is being made of ICT to maximise progress and opportunity for all, the refurbishment of the ICT suite with Apple Mac computers and the installation of interactive whiteboards in all classrooms has aided this.*

- *Work with LA advisers and local special schools to remove specific barriers for disabled pupils in relation to PE and outdoor activities all staff have recently (Aut term 2011) undergone PE training sessions with external advisors.*
- *To work with our local special school, The Orchard School, to focus provision to increase the opportunities for social interaction for Orchard pupils to attend Moat Farm School for certain lessons, and vice versa. Some of the schools staff have received training on aspects of teaching SEN.*
- *A continuing rolling programme of curriculum area reviews to improve ease of access, vary teaching and learning activities, and promote positive views of disability.*

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school.

Moat Farm Junior School has had various additions and improvements made to it over the last few years which have improved its disability access. The school building itself is accessible to all being on one level throughout with entrance ramps at the main (front) and rear of the school. There is a ramp to access the upper playgrounds used by years 4 & 5. There is a disabled toilet. There is a portable metal ramp in school to aid access through any of the doors from the corridor into the two smaller playgrounds. Ongoing awareness of pupils' problems will be monitored to assess any more alterations needed. This has included the recent fitting of an emergency lighting beacon linked to the fire alarm system in the disabled toilet (Jan 2012).

Quiet areas have been set aside in some classrooms to provide "time out" or quiet area for children with emotional problems. Children can take time out in the schools mentoring and nurturing rooms

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

As part of our on going curriculum review the school will look at all information provided in writing to pupils. This will include:

- *Homework*
- *Timetables*
- *Worksheets*
- *Teacher feedback and marking of work*

- *Notices*
- *Tests and examinations all externally ordered SATS tests can be ordered in large print for visually impaired pupils, internally produced test papers can also be enlarged during the reprographic process.*
- *Whiteboards*

Where necessary changes will be made and LSP support given, to make the above information available to all.

3. Making it happen

3A: Management, co-ordination and implementation

Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class and subject teachers, dinner staff, the Inclusion Manager, the premises manager, curriculum coordinators and heads of department, administrative staff and governors themselves.

Ongoing DDA training need to be undertaken by all teaching staff as and when a need is identified. The governor for Accessibility will monitor the implementation of this plan. The Governing Body will ensure that appropriate resources are made available from within the schools own budget and from other funding streams such as Schools Access Initiative. Governors will report to parents annually on the progress towards meeting the priorities in this plan.

The Head teacher will take responsibility for ensuring that this plan is co-ordinated with other plans and policies across the school (SEN, Curriculum Review, Asset Management, Equal Opportunities, and Professional Development).

The impact of the plan will be evaluated annually and will be judged against the following outcomes:

- *increased confidence of staff in differentiating the curriculum for disabled pupils;*
- *greater pupil and parental satisfaction with the arrangements made;*
- *improved outcomes for disabled pupils;*
- *improvements in the physical environment of the school;*
- *protocols for multi-agency working to support children with medical needs;*
- *teachers sharing good practice within the school, the school sharing good practice with others;*
- *disabled pupils being totally involved in whole life of the school.*

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- *Identify available funding streams to increase access*
- *Training for all staff*
- *Co-ordinate plan with other school plans and policies*
- *Implement effective monitoring and evaluation of the plan*

3B: Getting hold of the school's plan

It is intended to make the school's plan a model of accessibility. The plan will be made available in the following ways:

- *Directly to parents*
- *Parent notice board in the school*
- *School's website*
- *On request in a variety of formats e.g.*
 - *On different coloured paper or in different coloured font*
 - *Audio*
 - *Extra large print*

