



GRASVENOR AVENUE INFANT SCHOOL

DISABILITY EQUALITY POLICY

DATE RATIFIED: End Summer Term 2019

REVIEW DATE: End Summer Term 2020

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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 Board of Trustees 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.

This plan sets out the proposals of the Board of Trustees 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;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is audited and revised as necessary (see Appendix 1)

Grasvenor's Vision and Values

Grasvenor has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The school is fully committed to equal opportunities for all children and makes all children feel welcome, irrespective of race, colour, creed or impairment.

Grasvenor aims to identify and remove barriers to disabled pupils in every area of school life. Together with the community Cohesion initiatives, the school aims to provide opportunities to develop common values based on dialogue, mutual respect and acceptance of diversity.

Staff aim to:

- Set suitable learning challenges
- Respond to pupils' diverse and individual needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

The Disability Discrimination Act defines disability as:

A person is disabled if they have a mental or physical impairment which has a substantial or long-term adverse effect on their ability to carry out normal day-to-day activities.

The test of whether an impairment affects *normal day-to-day activity* is whether it affects one or more of the following: mobility; manual dexterity; physical co-ordination; continence; ability to lift, carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of risk of physical danger.

Pupil Data and School Audit

The SENDCO works closely with all other members of staff to ensure that all pupils with a disability receive the relevant support. Details of children with disabilities are contained within the school's confidential Additional Needs Profile. This information is shared as appropriate with relevant members of staff.

Consultation

Children will be given the opportunity to discuss all equality issues in class based discussions.

Main Priorities

Curriculum Access

To increase the extent to which disabled pupils can participate in the school curriculum by identifying and removing barriers.

- Teaching staff to ensure that tasks are appropriately differentiated to meet the needs of all pupils
- Additional support to be given to individuals and groups of children to increase access to the curriculum , for example: social/communication skills groups, fine and gross motor skills groups, targeted literacy and numeracy support, individual programmes to develop speech and language, auditory processing skills
- Formative and summative assessments to be used, in conjunction with careful observation, to determine where areas of need or disability have impact on child's learning
- When necessary, advice from external professionals to be sought, in consultation with parents/carers (External professionals include: Educational/Clinical Psychologists, High Incidence Support Team (HIST), Speech and Language Therapist, Occupational Therapist, Barnet Integrated Clinical Services (BICS), Barnet Physical Disability Manager)
- The special educational needs of individuals and groups of children will be identified and addressed through specific targets on Pupil Support Plans
- Families will be supported where appropriate through Barnet Integrated Clinical Services (BICS)
- Resources will be purchased which represent disability in the community
- The school will develop its PHSE programme to provide opportunities for children and staff to discuss issues relating to disability, and individuals will be supported in this as necessary

Staff Development

- The school will continue to access training from BPSI, HIST and other professionals to ensure that staff are equipped to deal with disability issues.
- Staff communication skills will be further developed by specialist training as required
- Additional training will be provided for staff in preparation for known children who will be joining the school in the future, as necessary
- The school aims to prepare for and respond to the needs of individual children identified through the transition process, including those children not yet in the school
- The school will ensure that staff consider individual disabilities within their classes when planning for specific subjects eg sex education (inherited conditions), PE (physical impairment), music (hearing impairment)

Extra-curricular activities

- The school continues to ensure that all children are made to feel welcome in after school clubs, irrespective of any disability they may have.
- The school will ensure that appropriate measures are taken in the risk assessment and planning of school trips to ensure that all children are able to access these learning opportunities

Physical Environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- Consideration will be given to classroom layout to ensure that it is appropriate and provides easy access to resources. Seating will be arranged so that all children can see the whiteboard
- All children will be seated where they can hear the teacher
- The school will ensure that resources and displays are clearly labelled
- The school will develop its use of signs and symbols around the school to include more visual aids to support those children and other school users who may not respond as well to written information or who may have communication difficulties
- The school will ensure that there is a safe outdoor classroom for Foundation Stage and Key Stage 1 with age/height appropriate resources
- When making adaptations/alterations to the outside play areas, the school will give consideration to providing quiet and sensory areas to enable disabled pupils to take advantage of these areas
- The school will provide appropriate equipment, materials and consumable items to meet individual needs, such as tactile play equipment, writing wedges, left handed specific materials, specially adapted furniture
- Teaching staff will use visual timetables to help children to prepare for their day

Information

To improve the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

- Staff will ensure that support is given to pupils to enable them to access written information in the classroom, for example; adult support where needed, use of appropriate typeface and background colours on both worksheets and screens, provision of speaking and listening opportunities, picture clues, use of ICT etc
- Where possible, teachers will use visually differentiated worksheets containing simple language, diagrams and uncluttered text, when required, to enable children to access their learning and to help children who require support to scaffold their own written responses.
- Teaching staff will aim to discuss formative assessment comments with individual pupils who may have difficulty understanding written comments
- Where children find it difficult to transfer information from the board, staff will aim to provide this in printed form to stick in the child's book

Availability of the Plan

This plan will be made available to the school community on the school website, and in paper form through the school office. A large print version or one printed on cream paper can be requested. If required the plan can be recorded on to audio tape.

Appendix 1:

The audit is a chance to gather information to see if a school is accessible for wheelchair users.

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools have a duty to produce an access plan that must be implemented.

Access Plan should reflect their intention to:

Increase the extent to which disabled pupils can participate in the curriculum

Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to disabled pupils.

Ensure a wheelchair user can manoeuvre their equipment successfully and safely

ACCESS AUDIT CHECKLIST

PARKING AND APPROACH

		YES	NO	N/A	COMMENTS
1	Are suitable and sufficient identified parking bays provided for disabled people?			X	No car park and no allocated spaces outside the main gate. The main gate is accessed from the main road-pavement and there is ample space to park.

ENTERING MAIN BUILDING

		YES	NO	N/A	COMMENTS
2	Is there a suitable ramp (if levels require it) to the main entrance?	X			There is a permanent ramp (cemented) from the main pavement to the main entrance and permanent ramps to access the playground. There is a raised lip to the ramp on the entrance to the new build that is highlighted with a high visibility yellow strip.

ENTRANCE DOORS

		YES	NO	N/A	COMMENTS
3	If entrance doors open outwards, is there enough space for them to open without obstructing passage of a wheelchair?	X			
4	Does the building have automatic doors?		X		A member of staff is at the entrance so unnecessary.
5	Are manual doors easy to open?	X			The main entrance door is unlocked automatically from the office. All access to school is via intercom and a request for the door to be opened by a member of staff would be done via the intercom.
6	Do they remain open?		X		Doors to the main office remain locked and access is only allowed by a member of staff.
7	Are doors wide enough to allow an easy wheelchair manoeuvre?	X			There is a minimum clearance of 84cm for a single door and 168cm for a double.
8	Do the doors enable wheelchair users to see people approaching from the other side?		X		Students/visitors would only be allowed to access the office to exit the main building when accompanied by a member of staff. Wheelchair users would be visible to staff on the other side of the door through half glazed doors.

INSIDE THE BUILDING

		YES	NO	N/A	COMMENTS

9	If there is a reception desk/facility in this building is it clearly and logically placed?	X			
10	Is it of suitable height for a wheelchair user?		X		The reception area has the office administrator available to support.
11	If there is a waiting area, is it suitably large and laid out for wheelchair users?	X			The waiting area is not located in the main office. It is outside the Heads office or an additional waiting area is located in the new build.
12	Are all internal floors level throughout?	X			The main school hall has stairs but is accessible via a lift.
13	Is the floor surface free of any tripping hazard?	X			Staff accompanying visitors or students will ensure clear access.

INTERNAL STAIRS AND LIFTS

		YES	NO	N/A	COMMENTS
14	Is there a lift of a size to fit a wheelchair?	X			There is an internal lift located at the top of the stairs to allow access to the main hall.
15	If 'yes', are the internal controls at accessible height? (135cm from floor)	X			

IN THE CORRIDOR

		YES	NO	N/A	COMMENTS

16	Do all corridors used by students/visitors have enough room for reasonable circulation?	X			Each wall is used for hanging coats and bags however there is still enough space for easy circulation. Due care should be taken to keep the corridors uncluttered as this could lead to hazardous situations.
17	Are there any procedures to ensure accessibility for all e.g. one-way system?		X		

IN THE CLASSROOM

		YES	NO	N/A	COMMENTS
18	Is the door wide enough for a wheelchair?	X			
19	If there are manual doors, are they easy to open?	X			The classroom doors should remain open however If closed then a member of staff would be required to open the door.
20	Do they remain open during entry?	X			All doors can remain open securely.
21	Are the spaces into which the door opens unobstructed? How does the door opening make it difficult/easier for a person in a wheelchair to enter?	X			Doors open unobstructed and should remain securely fastened and open at all times.
22	Are the doors wide enough to enable a wheelchair manoeuvre?	X			
23	Do the doors allow wheelchair users to see people approaching from the other side?		X		No clear visibility if the doors are closed. However doors should remain open through the school day.
24	Is there level access into the room?	X			

CHAIRS TABLES AND DESKS

		YES	NO	N/ A	COMMENTS
25	Could a wheelchair user access the desks/workstations?	X			Partially, there are currently no height adjustable tables however a table could be purchased if required.
26	Is there room for the wheelchair user to move between the desks/workstations?	x			
27	Are all relevant facilities/materials/equipment in reach of wheelchair users? 135cm above floor level	x			
28	If storage is required for mobility equipment, is this adequate?	x			There is space in the classrooms or alternatively under the decking outside or in the scooter/bike storage area.

TOILETS

		YES	NO	N/ A	COMMENTS
29	Is there a designated and properly equipped accessible toilet in the building?	X			There are 3 designated toilets in the buildings, two of them are large enough to manoeuvre a wheelchair.
30	If Yes is there clear access for wheelchair users?	x			All toilets are accessible and have rails and washbasins positioned at a suitable height, there is a pull cord for emergencies in two of them.
31	Are emergency cords easily distinguished? Does lighting come on automatically?	X			Pull cords are located beside the toilet and lighting comes on automatically.

EMERGENCY ACCESS

		YES	NO	N/ A	COMMENTS
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32	Is there a PEEP (Pupil Emergency Evacuation Plan) in place?		X	An individualized plan will be put in place prior to any pupil being admitted to the school. Visiting wheelchair users will always be supported by a staff member to leave the building safely .
33	Are staff trained in evacuation/ Invacuation procedures?	X		Staff are aware of what to do during procedure, there are 4 fire marshalls who oversee designated areas of the school to ensure safe evacuation of all.