



GRASVENOR AVENUE INFANT SCHOOL

DISABILITY EQUALITY POLICY

DATE RATIFIED: End Summer Term 2018

REVIEW DATE: End Summer Term 2019

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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.

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;
- 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 resourced, implemented and reviewed and revised as necessary.

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 Inclusion Manager 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, Primary Project, Child and Adolescent Mental Health Service (CAMHS), Barnet Physical Disability Manager - please refer to attached resource directory)
- The special educational needs of individuals and groups of children will be identified and addressed through specific targets on Individual Education Plans
- Families will be supported where appropriate through Primary Project and CAMHS
- 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
- Height adjustable tables are available in the shared area for small group use which could accommodate wheelchair users
- 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
- The school has identified that the needs of a disabled parking space can be met in the staff carpark on request.

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.
- Suitably differentiated homework will be written down for pupils who may find this challenging
- 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
- Library resources will include a selection of books which support those children with dyslexic tendencies eg Barrington Stoke high-interest, low-ability reading books printed on cream paper

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.

Contacts

1) *High Incidence Support Team*

***Building 4
North London Business Park
Oakleigh Road South
London N11 1NP
Tel : 020 8359 7595***

2) *Education Psychology Team*

***Building 4
North London Business Park
Oakleigh Road South
London N11 1NP
Tel : 020 8359 7665***

3) *Physical Disabilities Manager*

***Contact: Jan Blackburn
Tel: 020 8359 7712***

4) *Primary Project*
Contact: Rosa Maria Ashcroft
Tel: 020 8359 7697

5) *Underhill Children's Centre. Tel: 020 8359 3463*

PUPIL QUESTIONNAIRE (Context: Accessibility Planning)

- 1) Do you find it easy to learn at school?
- 2) What would help you to understand your work better?
- 3) When you go around the school do you think that there are clear signs to help you?
- 4) Do you think you get enough support with your learning?
 - 4a) What do you find helpful?
 - 4b) What do you find difficult?
- 5) What do you like about the playground?
- 6) What would you like to change?