



Dove-Shell Federation

Disability Equality Policy and Accessibility Plan (AP)

The Disability Equality Duty

The Equality Act 2010 came into force in October 2010 and requires all schools to promote equality of opportunity for disabled people. There are three key duties towards disabled pupils:

- 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 including activities outside the normal parameters of the school day.

Accessibility Plan

This policy sets out the proposals of the school to increase access to education for disabled pupils in the three key areas.

- Increasing the extent to which disabled pupils are able to participate in the school **curriculum, incorporating access to outdoor learning and educational visits.**
- Improving the **environment** of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services.
- Improving the delivery of information to disabled pupils and parents in a format appropriate to their needs.

Additional Duties

Part 5a of the Disability Discrimination Act (DDA) requires schools to publish a disability equality scheme which sets out how the school will:

- promote equality of opportunity between disabled people and other people;
- eliminate unlawful discrimination;
- eliminate disability related harassment;
- promote positive attitudes towards disabled people;
- take steps to reduce the discrimination between disabled and non-disabled children and adults;
- encourage disabled people's participation in public life and;
- take steps to take into account people's disabilities, even where that may involve more favourable treatment.

The Scheme covers pupils, staff, parents and users of the school.

Definition of Disability

The Disability Discrimination Act defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long term adverse effect on their duty to carry out normal day to day activities'.

- Physical impairment includes sensory impairments
- Mental impairments include mental illnesses and learning difficulties.
- Substantial means more than minor or trivial.
- Long term is defined as 12 months or more.

With regard to our pupils, those children who are at SEN Code of Practice: School Support and/or have an Education Health and Care Plan **will be classified as 'disabled'**. Those pupils who are not defined as having special educational needs but who, for example, may have severe asthma; arthritis, epilepsy, severe allergies or diabetes will also be defined as "disabled" in terms of the Disability Discrimination Act.

Not all pupils who exhibit 'challenging behaviours' will meet the above disability definition requirement but those pupils, who, as a result of the SEND graduated response and assessment process, have been identified as having 'social, emotional and behavioural difficulties' will be included in the scope of the DDA disability definition.

Disability Equality Duty Implementation

In addition to the requirements under the Disability Discrimination Act, St Thomas' Moorside has:

- Involved pupils, parents of children with additional needs and staff, including those with a disability in producing a Disability Equality Scheme and Accessibility Plan.
- Published the Disability Equality Scheme and Accessibility Plan and made it publicly available including publishing the Disability Equality Scheme on the school website.
- Demonstrated that the school has taken or identified action to achieve the appropriate outcomes and;
- Arranged to report on progress and review and revise the Disability Equality Scheme /Accessibility Plan on an annual basis.

Disability Equality Scheme: Our Vision and Values

At St Thomas' Moorside we continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop his or her potential with full regard to gender, ethnicity, cultural and religious background, sexuality or disability.

The school sets challenging targets for all its pupils and expects them to participate in, contribute to and achieve success in all aspects of their school life. We are committed to equal opportunities in its widest interpretation but especially so for our learners by removing any potential barriers to learning and ensuring we seek to respond to their diverse and often complex individual needs.

It is the intention of the school, to ensure that all aspects of school life are equally accessible to everyone and that the school is committed to making reasonable adjustments for all

individuals with disabilities. The vision of the school in respect of its disabled members is to ensure that all our disabled pupils, parents and visitors have optimum participation, contribution and achievement opportunities to ensure full inclusivity.

Pupil Information Data

St Thomas' Moorside is a one form entry primary school with 210 pupil places and a 25 place Nursery. The school is housed in a 1960's building, although adaptations and updates to the building have taken place in recent years. The vast majority of our children are of English heritage, however, they come from a range of socio-economic backgrounds.

Pupils with Special Educational Needs (SEN) and those with disabilities (SEND) take a full and active role in all aspect of school life. All pupils make at least good, and often excellent, progress from their individual starting points, contribute and participate in whole school or class activities. The achievement and participation of pupils with learning difficulties is equal to that of the majority of their non-disabled peers. Carefully considered planning, a commitment towards inclusion and open and collaborative decision making has resulted in appropriate responses to children's individual needs. All staff are committed to meeting the needs of all learners through a tailored and personalised curriculum. We have ensured, through continued staff development and regular, rigorous monitoring, that our day to day teaching meets the needs of each learner. Parents and visitors to the school have a positive opinion and high regard for the manner in which school attends to the well-being of all its pupils.

Members of staff with disabilities are encouraged to discuss their needs in confidence with the Executive Headteacher who upon behalf of the Governing Body will endeavour to meet their needs as sensitively as possible. St Thomas' Moorside is recognised as inclusive school.

Consultation

This document has been developed in consultation with the families/ carers of children with identified disability needs and the children themselves in order to gain a good understanding of the views and aspirations of the school community and that these have been taken into account in determining the priorities for improvement.

Accessing the Curriculum (read in conjunction with Inclusion policy & school information report)

St Thomas' Moorside Primary school is an inclusive school and is proactive in meeting the needs of all learners including those with SEND. OFSTED 2015 state that, *'Disabled pupils and those who have special educational needs make excellent progress from their individual starting points, taking account of their often complex needs. This is because of the extremely well-structured and highly personalised teaching and support that they receive.'*

The school works in partnership with external agencies to ensure that the needs of learners are met and ensure that the school is inclusive and that the curriculum is accessible by all learners.

All staff are committed to meeting the needs of all learners through a tailored and personalised curriculum. We have ensured, through continued staff development and regular, rigorous monitoring, that our day to day teaching meets the needs of each learner.

Thorough analysis of achievement and progress in English and Maths has resulted in us implementing a fluid system of interventions tailored to individual needs and ensuring value for money. Frequent data analysis ensures that interventions are narrowing the gap and where this is not deemed to be effective the school makes the necessary adjustments.

Children with specific mobility needs, those who have an Education, Health Care plan or vulnerable groups have their own risk assessments for external visits and have a Personal Emergency Evacuation Plan (PEEP) where necessary. The school uses disabled access transport for visits, allowing inclusivity for all learners.

Supporting pupils at school with medical conditions (See supporting pupils at school with medical conditions policy)

The Physical Environment

St Thomas' is built on two levels due to the position of the site and the fact that the school was expanded in the early 1970's.

As space is at a premium the school actively seeks support and recommendations including adjustments to ensure all children are able to access all aspects of learning. The school has disabled toilet near the main entrance. There is a further disabled toilet in the early year's unit but this is only accessible by walking around the grounds of the school using the paths. The school works in partnership with external agencies to make reasonable adjustments to meet the needs of all learners.

All school building plans or developments take due consideration of the needs of disabled pupils and/or visitors. These plans and developments are monitored to ensure that physical accessibility issues are a key consideration of the planning process.

Improving the Delivery of Information

At St Thomas' Moorside we will endeavour to ensure that where required and/or requested the delivery of information to pupils, parents and visitors will be in a format suitable to their individual need. This may be through the use of large print, simplified language, mother tongue, audio tape or individual consultation.

Implementation and Review

St Thomas' Disability Equality Scheme and Accessibility Plan will be made widely available and will be published on the school website. A copy will be made available to governors and distributed to all staff. Parents and pupils have been consulted on its implementation content and copies are readily available on the school website or upon request. The policy has also been disseminated to pupils through assemblies, inclusive curriculum delivery, practical actions and the class and school councils. The Disability Equality Scheme and Accessibility Plan will be reviewed on an annual basis by the Federative Inclusion Lead and SLT through the school development planning process.

This policy will be reviewed in September 2025 in line with the Accessibility Plan.

Mrs A Laskey
Deputy Head for Inclusion
September 2022

Mrs L Fox
SENCo

Parental Inclusion Questionnaire

😊 = always

😐 = sometimes

☹ = never

Do you feel your child is helped with their learning?	😊	😐	☹
Do you feel your child is helped with their medical need?	😊	😐	☹
Do you feel your child is helped with their behaviour need?	😊	😐	☹
Do you feel your child is helped with their emotional need?	😊	😐	☹
Do you feel your child is helped with their social need?	😊	😐	☹
Does your child take part in any school clubs?	😊	😐	☹
Do you feel your child could join a school club if they wanted to?	😊	😐	☹
Can you get help if you have concerns about your child's need?	😊	😐	☹
Can you discuss matters of concern with staff if you wish to?	😊	😐	☹
Are you kept informed as to your child's support from the class teacher or SENCo?	😊	😐	☹
Does the school respond to your concerns and try to deal with them?	😊	😐	☹
Do you feel this is an inclusive school? Yes / No If No please give more details:			

Pupil Inclusion Questionnaire

😊 = always

😐 = sometimes

☹ = never

Do you feel you get help if you need it with Maths?	😊	😐	☹
Do you feel you get help if you need it with English?	😊	😐	☹
Do you feel you get help if you need it with Science?	😊	😐	☹
Do you feel you get help if you need it with P.E?	😊	😐	☹
Do you feel you get help if you need it with All Round Learning?	😊	😐	☹
Do you get help if you need it, when it is playtime?	😊	😐	☹
Do you get help if you need it, when it is lunchtime?	😊	😐	☹
Do you feel you can join a club if you want to?	😊	😐	☹
Do you get help if you need it, when you are at a club?	😊	😐	☹
Do you get help if there are fall outs with friends?	😊	😐	☹
Do you get help if you feel you are teased or bullied?	😊	😐	☹