



## Disability Equality Scheme/ Accessibility Plan. 2010

### Woodhouses Voluntary School Oldham LA

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) 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.  
(see Appendix 1 for the DDA definition of Disability)

**This duty requires schools** to produce an **Accessibility Plan** that identifies the action the school intends to take over a three year period to increase access for those with a disability in three key areas, which is published and evaluated annually.

The three areas are:

- Increasing the extent to which disabled pupils are able to participate in the school **curriculum**.
- 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 to disabled pupils **of information which is provided in writing**.

In addition, the Disability Equality Duty (2006) required all schools to extend the planning for pupils to include the needs of staff and visitors to the school whose needs are covered by the remit of the Disability Discrimination Act and also to

- Eliminate **discrimination** that is unlawful under the DDA.
- Eliminate **harassment** of those with a disability.
- Promote **positive attitudes** towards disabled persons.
- Encourage **participation** by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons **more favourably**.

## **In furtherance of this duty Woodhouses Voluntary School will**

- Involve pupils, staff and visitors to the school with a disability or personal experience of the impact of disability on everyday life in producing and reviewing a Disability Equality Scheme (DES) and Accessibility Action Plan.
- Publish the DES/Action Plan in school and on the school website
- Arrange to report on progress, review and revise the DES/AP annually.

### **1A: The purpose and direction of the school's plan: vision and values**

The school's ambitions for disabled members of the school community; pupils, staff and visitors to school are focused on ensuring maximum participation, contribution and achievement for all as expressed in our School Aims.

The school is committed to making reasonable adjustments for staff with disabilities to ensure they receive the support they need to work and are able to pursue their ongoing personal and professional development. Specific arrangements to support individuals will be identified and reasonable adjustments made as the need arises.

The aim of the head teacher, governing body and school community is to ensure all aspects of school life are accessible to everyone. Additional needs of children, staff and visitors to the school are taken into account in all planning and the provision of facilities and resources to ensure good educational outcomes. Woodhouses Voluntary School has an ongoing commitment to continually improve accessibility through strategic planning and prudent budget management in consultation with pupils, staff and friends of the school.

Woodhouses Voluntary School has high ambitions for all its pupils and expects them to participate in, contribute to and achieve in all aspects of school life.

Woodhouses Voluntary School is committed to equal opportunities as determined by the National Inclusion Statement and supports those aims to

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

## **1B: Information about the school context**

The profile of pupils, staff and visitors to the school, who have a physical or mental impairment which has a substantial and long term adverse affect on their ability to carry out normal day to day activities is regularly reviewed. School maintains up-to date records and acts upon information provided or needs identified in a timely manner.

School policies relating to inclusion, special educational needs, the administration of medication, school visits and behaviour have taken into account the necessary responses for children and young people who are within the remit of the SEN and Disability Discrimination Act.

All policies are reviewed on a planned cycle and new policies will be developed as required

Training and support on an ongoing basis are provided so that Woodhouses Voluntary School Staff are confident in their ability to provide the range of care and support the children need. Carefully considered planning, combined with open and collaborative decision making, results in appropriate responses to individual need. Parents have high regard for the way school attends to the well being of all pupils.

Woodhouses Voluntary School plans and reviews the adjustments necessary to ensuring access to the school building, all school activities and information provided to pupils and parents on an ongoing basis to respond to needs that arise. The Values and Beliefs and Premises and Finance Governor Committees take responsibility for relevant aspects of development.

As we generally have some pupils with some visual or hearing impairment in school all classrooms have had blinds and carpets fitted and there is good ambient lighting throughout the school.

The staff of Woodhouses School are aware of the educational implications of disability. Ongoing training programmes ensure that staff have awareness of appropriate strategies for pupils with identified SEN or specific disability. For example training on supporting pupils with memory and organisation difficulties has provided all classteachers with a good understanding of the needs of this group which are taken into account in whole class planning. Expertise in working with children with speech and language difficulties has also been developed through working on programmes in conjunction with SALT. School continues to take part in the Primary Strategy Inclusion Development Programme which is

providing training and development on a range of identified needs over a three year period. These materials have covered the areas of Speech, Language and Communication Needs, Autistic Spectrum Disorder and Social, Emotional and Behavioural Difficulties.

Approximately five per cent of the school population is in receipt of long term individual programmes of additional to and different from interventions through school action plus or statements of special educational need. Overall approximately fifteen per cent of pupils have additional educational needs met through the graduated response.

Whole class planning and the standard of quality first teaching has resulted in the majority of pupils with identified special educational needs having their needs met through school action and short term small group interventions. Our focus on Personalised Learning ensures that all pupils' progress is monitored at an individual level. Pupil progress meetings for all pupils are held termly and appropriate adjustments to provision or interventions made based on this information. In addition termly SEN Reviews are also held to monitor and review the progress of and provision for pupils' with identified additional needs.

Pupils with special educational needs and those with disabilities take a full and active part in all aspects of school life.

Members of staff with disabilities are encouraged to discuss their needs in confidence with the headteacher who endeavors to meet them as sensitively as possible.

### **1C: Consultation on development of the plan 2010 - 2013**

The plan has been informed by the involvement of disabled pupils, employees, volunteers and parents of disabled pupils in a consultation exercise completed in November 2010. Through this exercise school has a good understanding of the views and aspirations of the school community, which will be taken into account in determining the priorities for improvement.

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

School regularly evaluates the impact the delivered curriculum has upon all pupils and in particular those with disabilities. Provision management has been

introduced with the first emphasis on whole class planning and quality first teaching. The effectiveness of whole class planning and class teachers adapting their teaching style to match pupil learning or introducing modified activities for individual pupils has had a very good impact on pupil progress.

Teaching assistant staff (particularly at KS2) working on individual or small group focused interventions matched to need rather than providing diffuse in class support has also had a significant impact on pupil progress.

The achievements of all pupils are celebrated.

The school continually aims to increase capacity to respond to the needs of children and young people with learning difficulties and disabilities. Effective strategies are in place and good use is made of access to specialist advice and support from local authority services.

The views of pupils and parents are integral to ongoing evaluation of intervention through termly reports and meetings and statutory annual reviews. This in turn informs further developments.

## **2B: Improving the physical environment of the school.**

The site is on one level with access via a number of entry points. Portable ramps have been purchased for use at access points where there is a small step. As building works are undertaken access arrangements and suitability for disabled access are considered. Attention has been given to improvements to lighting, signage, colour contrast, the acoustic environment, and floor coverings. There has also been an emphasis on developing the outdoor learning environment.

## **2C: Improving the delivery to disabled stakeholders of information that is provided in writing**

All handouts, timetables, worksheets, notices, school websites, letters, prospectus, information about school events will be produced in N14 on request and in a medium suitable to the needs of individual pupils, staff and visitors to the school. This may be through the use of Braille, large print, simplified language, audio-tape, video-tape, sign language, symbol system, read aloud software etc. identifying the appropriate format according to individual preference.



## Appendix 1

### Definition of Disability

The DDA defines a person with a disability as someone who has *'a **physical or mental impairment** which has a **substantial and long term** adverse effect on his or her ability to carry out **normal day to day activities**'*

**Physical or mental impairments** *includes sensory impairment, learning disability, dyslexia, dyspraxia, autism, speech and language impairments, attention deficit and hyperactivity disorder, diabetes, epilepsy, those with or surviving cancer, HIV or multiple sclerosis where the effect of the pupil's ability to carry out normal day to day activities is adverse, substantial and long term.*

**Substantial** *means more than minor or trivial. Long term means has lasted or is likely to last more than twelve months.*

**Normal day to day activity** *is determined by the affect of the impairment on mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects, speech, hearing, or eyesight, memory or ability to concentrate, learn or understand, and the perception of risk of physical danger.*

**Disability and Special Educational Needs** *Most pupils who are in receipt of interventions, through School Action Plus and Statements of Special Educational Need will count as disabled. Not all pupils defined as disabled, such as those with severe asthma, arthritis or diabetes will have special educational needs but they will be defined as 'disabled' in terms of the DDA.*

## **Appendix 2**

### **Accessibility Plan and Disability Equality Scheme**

**Guidance** The following publications have informed school in designing the Accessibility plan and Disability Equality Scheme

**From the DCSF** [www.teachernet.gov.uk](http://www.teachernet.gov.uk)  
Implementing the DDA in schools and early years settings

### **Promoting Disability Equality in Schools**

Search using the reference 0160-2006DOC-EN

Copies can also be obtained from

DCSF Publications PO Box 5050  
Sherwood Park  
Annesley  
Nottingham NG15 0DJ

Tel 0845 60 555 60  
Fax 0845 60 333 60  
Quoting 0160 – 2006DOC – EN

## **Appendix 3**

**See Disability Equality Scheme – Accessibility Action Plan May 2010 – consultation on development of plan and subsequent plan.**