



Accessibility Policy and Disability Equality Plan

**Date Agreed by Governors
November 2018**

Introduction:

This Accessibility Policy and Disability Equality Plan have been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

In accordance with the legislation, we are committed:

- To ensuring equality of education and opportunity for disabled pupils, staff and those receiving services from the school.
- To develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.
- As a fully inclusive school, to implement an Admissions Policy that does not discriminate against disabled pupils.
- To ensure the achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching.
- To make reasonable adjustments to ensure that the school environment is as accessible as possible.
- To have a 'zero tolerance' approach to harassment of disabled people with any form of impairment.

We recognise the 'social model' of disability, using this as the basis for our work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and the society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

The **Disability Equality Plan** ensures that we are fulfilling our duties in accordance with the disability equality requirements and details steps we have taken and need to take to secure and improve

- access to the curriculum,
- access to the physical environment,
- access and involvement in the school community as a whole.

How we will assess the impact of our policies?

- We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community.
- We have agreed a programme to review the impact of policies and this is contained in our action plan.

Reporting

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Disability Equality Plan over a prescribed period. We will report annually about the progress we make on promoting equality of opportunity for disabled people and actions points the objectives in the Disability Equality Plan.

This report will be written by the Inclusion Team Leader every September and will be presented to the governing body and will then appear on the school website (www.gallions.newham.sch.uk)

We will ensure that disabled people are involved in this process

Revisiting the Scheme

- Our scheme will be reviewed and revised after a period of 3 years and disabled people will be involved in the process.
- A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.

Monitoring and evaluation

This policy needs to have regular evaluation and monitoring to ensure it is being implemented and is effective.

The Inclusion Team will monitor the policy.

Disability Equality Action Plan

Aim/Objective	How we will achieve this:
Involving people with disability in developing and reviewing our approach to disability equality	<ul style="list-style-type: none"> • Learning Plans and Annual Reviews with SEN children/parents • Analysis of available school disability data • Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of children with disabilities • Meeting with parents at consultation evenings • Gathering school community voice on the effectiveness of the scheme
Developing a voice for children, staff and parents/carers with disabilities	<ul style="list-style-type: none"> • Learning Plans and Annual Reviews with SEN children/parents • Analysis of available school disability data • Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of children with disabilities • Meeting with parents at consultation evenings • Gathering school community voice on the effectiveness of the scheme • Including children and parents/carers in review meetings • Including children and parents/carers in school voice (e.g. surveys) • Class teachers discussing issues regularly with children (via PSHCE, Project learning and P4C) • Use of the School council • Standing item on leadership team meetings
Encourage participation of people with disabilities in school life	<ul style="list-style-type: none"> • Including children and parents/carers in review meetings • Including children and parents/carers in school questionnaires • Class teachers discussing issues regularly with children (via PSHCE Project learning and P4C) • Use of the School council • Standing item on leadership team meetings
Eliminating bullying and harassment	<ul style="list-style-type: none"> • Gallions has a clear policy on anti-bullying. This policy is reviewed on an on-going basis and is re-visited as a whole staff at the start of each academic year. •
Promoting positive attitudes towards people with disabilities	<ul style="list-style-type: none"> • Ensuring displays and resources reflect diversity • The curriculum positively promoting difference • Teachers taking into account Learning Plans when planning lessons • Use of outside agencies to support staff training • Using newsletters and web pages to promote policies. <p>We remove barriers by:</p> <ul style="list-style-type: none"> • Not excluding children with disabilities from school trips unless a full risk assessment indicates that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried out for chosen trip locations.

	<ul style="list-style-type: none"> • Having appropriate seating and desk support available to provide necessary back support where required. • Operating a teaching and learning approach that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children. • Ensuring children with disabilities have access to extra curricula activities. • Should it become necessary, Braille signs for visually impaired children will be installed. • Should it become necessary, a sound loop for hearing impaired children will be installed. • Using coloured backgrounds on Interactive Whiteboards to aid children with dyslexic type difficulties. • Teachers adapting, where possible, resources and techniques to suit a wide range of learners. • All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN children. • Following SATs guidelines to ensure that children with disabilities have the same opportunities as their peers. • Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service, Speech and Language therapists, Specialist teachers. • Using external advisers to support Learning Plan meetings. • Using external advisers to assist with planning of PSHCE programme where appropriate <p>Regular staff INSET on teaching children with additional needs.</p>
School Access	<ul style="list-style-type: none"> • Ensuring that all areas of the curriculum can be delivered from all classrooms. There is a fully functioning disabled toilet available in the school, this includes a hoist and changing bed • Ensuring the school remains fully wheelchair accessible – to existing and new pupils • Parents are not permitted to park at the school but there is a facility for children to be dropped off at the top of the drive if there is an accessibility need. • Full school access is possible for parents/carers events such as open evenings, meetings with teachers • Full school access is possible for parents/carers events such as open evenings, meetings with teachers
Employing, Promoting and Training Disabled Staff:	<ul style="list-style-type: none"> • The school will do its utmost to follow out equal opportunities policy when considering employing staff with disabilities. • As with all staff we encourage training and CPD it is an important factor which we will continue to implement, a member of staff needs will always be considered. • The school will work closely and will look for further advice with outside agencies to develop its practices when promoting and training disabled staff.
Governing Body	<ul style="list-style-type: none"> • Parents and children are made aware of how the Governing Body contributes to the life of the school as needed