

Banks Lane Infant and Nursery
EQUALITY, DIVERSITY AND ACCESSIBILITY PLAN
May 2015
(3 year review)

Introduction

The Equality Act protects pupils and staff from discrimination and harassment based on 'protected characteristics' (PC) which are disability, gender reassignment, race, religion or belief, gender or sexual orientation.

Under Part 4 of the Disability Discrimination Act (DDA and Disability Equality Scheme (DES). schools already are required to improve accessibility for disabled pupils and for other disabled groups including employees, parents and carers and the wider community.

The Governing Body has key duties towards those with Protected Characteristics (PC):

- not to treat pupils less favourably for a reason related to their PC;
- to make reasonable adjustments for disabled pupils and staff, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils and those with PC
- to plan how they can make sure their work supports equality and diversity, and reduce socio-economic inequality

This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with PC.

- increasing the extent to which pupils with PC can participate in the school curriculum;
- improving the environment of the school to increase the extent to which all pupils can take advantage of education and associated services;
- improving the delivery of information to all pupils so that no groups are disadvantaged

The purpose and direction of the school's plan:

Banks Lane Infant & Nursery School achieved the Inclusion Quality Mark in 2006, 2009 and 2012. This national award reflects the school's on-going commitment towards involving children and adults in the full life of the school and in helping everyone achieve their best. Inclusion is embedded in the ethos of the school.

Banks Lane Infant & Nursery School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community. We believe it is the responsibility of everyone connected with our school community to help us achieve this.

Definition of disability

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled, and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

The DDA defines a disabled person 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’ (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer, HIV or Multiple Sclerosis are included from the point of diagnosis.

A significant number of pupils (estimated at up to 7%) are therefore included in the definition.

Normal day-to-day activity

The test of whether the 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

Disability and special educational needs

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement/ Individual Health Care Plan or who are on the school SEN register will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and DDA disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia	Motor Impairment (long term)	Asthma
Emotional Behavioural Difficulties (EBD – social factors)	Learning difficulties	Diabetes
Mild Dyspraxia	Hearing impairment	Cancer recovery
	Visual Impairment	Mental health Issues
	Significant Dyslexia	Disfigurement

Minor speech impairment Mild Learning difficulties	Epilepsy Non –verbal ADHD Autism EBD (factors other than social e.g. medical conditions/mental health)	Lack of limbs Sickle cell Anaemia Gross Obesity Very Short Stature
---	--	---

Information from pupil data and school audit

Pupils currently in school have the following needs:

- Moderate Learning Difficulties (MLD);
- Attention Deficit and Hyperactivity Disorder (ADHD);
- Emotional, Behavioural Difficulties (EBD);
- Cystic Fibrosis
- Cerebral Palsy
- Hearing Impairment (HI);
- Specific Learning Difficulties
- Speech Language and Communication Needs
- Diabetes

The school's strengths and weaknesses in working with disabled pupils

The majority of children at this school who access SEN support do so through differentiated teaching and/or Teaching Assistant support and will have a Teaching and Learning Plan which outlines the actions school, home and other agencies make. All classes are supported by a Teaching Assistant. A minority of children, who have greater or more long-term needs have a Statement of SEN or Individual Health care Plan.

Every class has a SEN file. This contains information on each pupil with SEND and outlines their strengths, difficulties and strategies for supporting the pupil in the classroom. It also contains further information and guidance on a range of needs (ASD, ADHD, SpLD etc) and gives ideas of how to best support pupils with these disabilities. Children's Teaching and Learning Plans are updated termly at review meetings but also at other times as appropriate.

Appropriate training is arranged as needed and is provided from a number of sources. Multi-agency planning meetings are held to facilitate liaison with Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support.

These agencies include:

- The Learning Support Service;
- the Educational Service for the Sensory Impaired
- Speech and Language Therapy Service
- Occupational Therapy Service
- Children's Physiotherapy Service
- CAMHS
- Jigsaw
- Psychology Service
- Behaviour Support Service
- School Nurse

- Mosaic

Effective systems are in place to support children:

- The EYFS SENCO attends all induction meeting for new parents.
- The school takes account of the needs of disabled pupils when organising classes, to ensure appropriate organisation of resources and support.
- Links are made with pre-school providers, including visits and meetings involving agencies where appropriate. Our Nursery induction procedures include home visits where parents are able to talk about their children's needs in the home context. Strong procedures are in place for the smooth transition of pupils from Banks Lane Infant & Nursery School to Banks Lane Junior School.
- Each teacher reviews progress summatively in July each year and sets targets for the next year. Reviews of progress against specific targets outlined in Teaching and Learning Plans are held termly in keeping with progress views for all children.
- Sharing of information with Banks Lane Junior School takes place during Year 2 transfer reviews in July, although joint working and strong liaison enables us to begin the exchange of information much earlier.
- Frequent support staff meetings are a feature of the school and are used to develop sharing of good practice and for professional development.
- Parent meetings are held bi-annually to review progress and gain the views of pupils, parents and carers.
- The assessment coordinator monitors progress for all groups within school, for example by gender, ethnicity and including those who are socio-economically disadvantaged. The School leadership team are involved in considering appropriate provision for these groups.
- School has appointed a SEN Teaching Assistant who is trained and qualified in a wide range of interventions and approaches including SALT, Makaton, Webster Stratton and Narrative Therapy.
- An experienced Learning Support teacher is employed one day a week to deliver training, specific interventions and 1 to 1 personalised programmes.

All pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. PSHE planning includes Equality and Diversity awareness. Provision maps show the range of resources and support mechanisms in place for pupils with special educational needs across the school.

School is easily accessible for non-mobile children and parents/carers due to the school's on-going improvements to the physical environment. Consideration is given to DDA and Equality Act legislation when making changes to the school's systems, organisation and buildings.

Effective systems are in place to support disabled parents and carers:

- The EYFS SENCO attends induction meeting for new parents.
- Information to parents is available in different forms on request. The school is increasingly using electronic forms of communication, but alternatives are also made available.
- Designated parking is available.
- Access requirements for meetings are considered.
- Audit of the school premises informs future planning and development.

Effective systems are in place to identify and support staff with disabilities and is included as part of positive recruitment practice.

Consultation with Pupils and Parents

For pupils with a statement of SEN or Health Care Plan the views and aspirations of disabled pupils and parents are formally gathered annually through the Annual Review process. This seeks to establish what is going well and also any concerns or barriers to progress from the pupil's point of view. Parents have the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

LAC and TAC meetings provide opportunities for all parties to make their views known.

Parents can contact school directly or through the school website to make their views known.

Management, coordination and implementation

Annual review of the plan will be made by the SENCO and SLT and reported to governors.

The school's Equality and Diversity policy is published on the school's website and is available on request from the school.

Current Practice:

We are committed to an inclusive curriculum and we aim to increase access to the school's facilities for all by:

- a) Improving the physical environment of the school
- b) Information is presented to and encouraged from pupils in a variety of styles

This Plan is underpinned by the following features of the school:

- There is effective planning and liaison between appropriate school and support services working with individual pupils within school.
- The two SENCOs have been accredited with the National SENCo Award. Both have additional SENCo time to liaise with agencies and support staff and families.
- As a school we have high expectations of all pupils. We aim to establish a positive ethos within the school. We aim to adopt a 'can do' attitude in order to overcome barriers to learning for individuals.
- We have an embedded whole-school philosophy of positive behaviour management aimed at enhancing the self-esteem of all pupils.
- Governors provide very effective management of the school and target resources well.

Audit of existing Achievement / Provision

Curriculum- These are aspects which the school feels it has made good progress with:

- Liaison with external services and agencies regarding individual pupils
- Using specialist teachers with SEN qualifications to support learning
- Appointment of a SEN Teaching Assistant with relevant qualifications
- Ensuring that detailed pupil information is shared with staff
- Organising Teaching Assistant deployment to support children's needs
- Ensuring that Access Arrangements are made for SATs
- Establishing a bank of some specialist resources available to support specific needs
- Clear planning showing differentiated work where appropriate
- Undertaking annual target setting across the curriculum for all pupils

- Using 'P Scales' where appropriate to measure the progress and achievement of specific pupils and set attainable targets with high expectations
- Encouraging the use of writing frames to give structured support with writing, particularly for children with Speech, language and Communication difficulties
- Ensuring that school visits and trips are accessible for all pupils
- Using a range of teaching methods and styles to facilitate access for all students e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic
- Ongoing staff training which addresses a range of support programmes and methods for children with SEN/disability, provided both internally and from Outside Agencies
- Raising awareness of Equality and Diversity
- Achievement of the Inclusion Quality Mark
- Development of mutual support and understanding between colleagues in working with pupils with disabilities

Physical Access

- Wheelchair access
- Disabled Parking Spaces
- Disabled toilets facilities available
- Provision of additional space for small group work and individual work for targeted learners
- Development of a physical environment that is safe and welcoming with positive images reflected in displays around the school
- Carpeting and lowered ceilings to facilitate favourable acoustics in some areas of school
- Provision of specialist equipment and aids
- Information Access
- Visual timetables and information supported by signs/symbols used for all pupils
- Revised end-of year reports
- Electronic communication with parents increased

Accessibility Planning 2015 – 2018

Action	Success Criteria	Who	Review Date
Disabled toilet upgrade	Disabled toilet to include changing facilities. Hoist serviced/ improved facilities for pupils with medical needs	HT/ BM	July '17
To improve accessibility on the Reception corridor	New exit to be made on rear corridor. All doors are approved by fire officer with suitable closures. Reduced waiting at home time. Approved by GB Fire Risk assessment.	HT	March '15
Lowered soundproofed ceilings in toilet blocks	Reduction in echo and noise. Noise level around school reduced supporting calm environment.	HT	January '15
First Aid Training	To provide first aid training for all staff & trainees. Audit of staff need & training through appraisal.	HT	Ongoing
Medical training for specific medical needs	Pupil access to Universal Free School Meals (Carb counting, insulin administration, Cystic Fibrosis medication etc). Pupil's medical needs managed.	SEN Mid-day assistant Staff training	July '15
Tracking Systems development	Tracking systems addressing new assessment requirements continue to provide data on attainment & progress linked to inclusion information.	HT/ Assessment Lead	July '15 Repeated annually
One Page Profile	Children and families engaged in profiles. Additional information available to support inclusion and personalisation.	Key Stage 1 SENCo/ DHT	Trial review September '15 Full review July '16
Health Care Plans	Children previously with Statements will have an appropriate Health Care Plans.	SENCos	September '15
SENCo Training	New SENCo will successfully complete the National SENCo Award	DHT/ SENCo	September '15
SEN TA	Appointment of a SEN Teaching Assistant will facilitate specific programmes for groups and individuals (SALT, Motor Skills, Narrative Therapy etc)	HT/ SEN TA	April '16
IQM	Successful reaccreditation	SENCos	December '15
Nursery access	New Nursery building will improve access via a new gate. Wheelchair access to the building.	HT/BM/LA	March '16
Playground resurfacing and ramp upgrade.	Improved access to playground and building.	HT/BM	July '16

