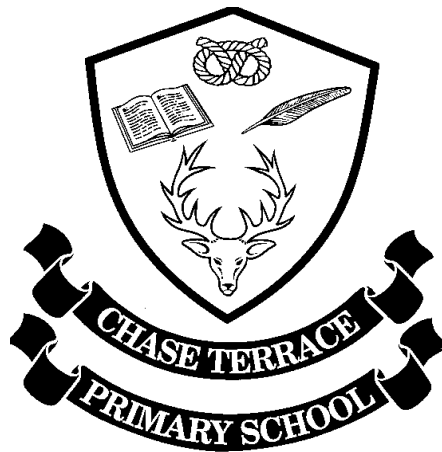


# Chase Terrace Primary School

## Disability and Equality Policy and Access Plan 2020-2023



Together we Learn  
Together we Aspire  
Together we Succeed

At Chase Terrace Primary School we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

In this scheme we will outline how we can promote disability equality for all disabled pupils, staff, parents and other users of our school.

Our school has a duty to promote disability equality and also to publish a **Disability Equality Scheme** which explains how we are doing this now and what we plan to do over the next three years.

**Our Duty** is to make sure that

- We do not discriminate against anyone as explained in the Disability Discrimination Act 1995
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We remove any barriers which may discourage disabled people from playing a full part in our school life
- We encourage full participation by everyone in our school activities

### **What do we mean by disabled?**

There is a **definition in the Disability Discrimination Act 1995**, which indicates that we consider someone to have a disability if he or she has a *physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities.*

Chase Terrace Primary School serves a large population with a mixture of both privately owned and local authority housing, but with much low paid employment and pockets of deprivation. The pupils are 94% British white, 6% from minority ethnic groups and 1% with English as an additional language. The proportion of pupils with special educational needs is 8% (with wide ranging needs).

The school has currently 309 children on roll aged from 3-11. (The school is divided into Nursery plus seven year groups – Reception to Year 6.)

### **Collecting and Using Data Effectively**

The data we collect and collate can inform our school of developing patterns and trends. This information will be used to support the school's self review process and also to inform future planning.

We appreciate the range of views from all users of our school. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes

- Being able to move around the building easily and confidently
- Being able to have an equal opportunity to access lessons and activities in school life
- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parents/carers, staff and other users of the school
- Improving everyone's awareness of this scheme – through training and 'awareness raising' – so that staff and pupils are always thinking about being proactive in including disabled people in every aspect of school life

Our school offers good access to disabled users but we are keen to find out how we can improve this. At present our:

### **The school building is**

- Built on one level and has provision for people with mobility difficulties to ensure that they can get around easily. Ramps and wide doors are fitted and there is a marked space for car users who need to park close to the building.
- We have an induction loop fitted into one classroom and the main office area at present
- We have toilet and shower facilities which are suitable for physical and sight impaired users of our school. Consideration has been made when choosing lighting, floor covering and ventilation
- Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school
- We will review mobility and access issues relating to the building each year at the Governors resources committee.

### **Curriculum Access**

- Children are taught using a variety of teaching and learning methods
- Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made
- All staff (teaching and support) are trained in 'Assessment for Learning'.
- SEND support plans are written and provision mapping is in place throughout the school with intervention programmes identified for individuals and targeted groups of pupils
- Advice is sought from SENSS Advisory Teacher, Educational Psychologist, Autism Outreach and many other outside agencies to inform staff of the best ways to provide 'reasonable adjustments'.
- Teaching assistants are well trained and work in collaboration with the teaching staff to make sure that pupils with a disability are appropriately supported.
- Analysis of intervention groups and review of individual SEND plans helps school to see how effective extra support sessions, for pupils with specific learning needs, have been.
- Embedded support systems to make sure pupils who need assessments read to them have this support provided
- ICT is used as an aid where appropriate for pupils with a specific difficulty with handwriting or processing speed difficulties
- ICT suites are able to offer magnified screens, coloured backgrounds and text with suitable font and colour as well as auditory support for pupils (can be helpful for dyslexic pupils).

### **Communication between home and school**

- School sends a newsletter home regularly which is available on the school website.
- All parents are offered the opportunity to speak to teachers to discuss pupils' progress. Written reports and interim reports are sent out annually.
- SEND plans are reviewed termly to inform parents about pupil progress and personal targets.
- ClassDojo is used as a communication program to connect teachers and parents.

### **Achievements of disabled people**

Disabled pupils are encouraged to participate fully in school life. We will do our best to encourage other disabled users of the school to become actively involved creating a community for everyone.

## Removing barriers

Our school aims to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'responsible adjustment' to

- The building
- Learning and teaching styles
- Variety of methods of communication

The building and grounds will be improved to meet updated guidelines and any development will be carried out with consideration for disabled users.

## Learning and Teaching

There are always adjustments being made to aim to improve everyone's learning experience. We will focus on checking that disabled pupils progress is in line with their abilities and that should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately.

- Academic progress is monitored and consideration will be given to the Value Added Figure.
- All pupils on SEND register will be monitored closely and action taken to ensure they can access the curriculum at their level. This may be by working in a set of similar ability or by receiving 1:1 support in specific areas. This could be for dyslexia or may equally be support of a nurturing group to develop communication skills.
- Children receiving extra support will all have their individual support targets monitored and reported back to parents or carers verbally.
- Using OFSTED data dashboard and lesson observations by senior staff we track and analyse the achievement of all our pupils.
- Planning by subject leaders identify the reasonable adjustments which need to be made.
- Ongoing reviews of school policies:
  - Anti-Bullying Policy
  - PSHE Policy
  - The school website is regularly updated

## Communication with all the school's users

We aim to use a variety of communication methods

- Access to written information in the classroom is constantly being reviewed and information from disabled pupils and their parents is always valuable. The use of interactive whiteboards is embedded in every classroom.
- Encouraging an increase in the use of text reading facilities on the computer.
- Parents are kept informed by newsletter and the school web-site.

**Feedback** will come from

- Pupil interviews
- Parent/Guardian/Carer questionnaire
- Staff opinion – all staff, teaching and non teaching – at staff meetings and discussions held at phase meetings
- Governors
- Users of the school

## Review and Monitoring

We will regularly review the information we have to see if the actions we have taken have had a positive impact on the opportunities and outcomes for disabled pupils.

This can be done by:

- Regular pupil interviews
- Staff meetings.
- Parents/carers' opinions will be welcomed on a questionnaire in the autumn term.
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### **Revision of the Scheme**

Constant review will inform the scheme's revision, and the setting of new priorities. We must always take account of disabled people's view and the information and data that we collect within our school. The revision will take place after three years.

Parents, carers and users of our school can request a copy of the Chase Terrace Primary School Disability Equality Scheme and Access Plan from the school office.

Adopted by the Governing Body:	March 2010
Review date:	October 2020
Date of next review:	October 2023