

Lambs Lane Primary School

Reach Out and Shine
Everyone's Journey Matters

Public Sector Equality Duty and Accessibility Plan 2014 - 2017

Introduction

The Equality Act came into force in 2010 and replaced all existing equality legislation, including the SEN and Disability Act 2001 and the Disability Discrimination Act 1995.

The Equality Act states that it is unlawful to discriminate against a pupil by treating them less favourably because of a protected characteristic (or the protected characteristic of someone who is associated with them e.g. parent, sibling). The protected characteristics are listed as:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Public Sector Equality Duty

The Equality Act introduced the Public Sector Equality Duty (PSED) which came into effect in 2011. This has 3 main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Schools are required

- (a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- (b) to prepare and publish equality objectives.

- **Demonstrating how we comply**

1) Eliminate discrimination:

Policies including Inclusion, Pupil Behaviour and Discipline, Anti-Bullying, Collective Worship; training records; records of incidents on SIMs and Records of Actions; curriculum planning e.g. Anti-bullying week, PSHE

2) Advance equality of opportunity:

Raise online data for groups; information about how we tackle issues identified - SDP (objective 1), progress meeting records and provision maps; Pupil Premium and SEN provision; Inclusion Mark

3) Foster good relations:

Curriculum / assemblies etc that promote tolerance and friendship; local community involvement e.g. visits to classes, Community Week; policies as above; links with parents; involvement of Governors

- **Equality Objectives**

1) Improve teaching and learning in Years 1-6 so that all pupils and groups of pupils make good or better progress in English and mathematics (SDP objective 1).

2) Continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas (see Accessibility Plan).

3) Monitor and promote the involvement of all groups of students in the wider life of the school - including sports, music and arts opportunities (see Pupil Premium and Sports funding spending).

Disability

In most cases, the Equality act requires that a person should be treated equally to their peers, but in the case of disability the requirement is to make reasonable adjustments to allow disabled people similar advantages. i.e.

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Disability is defined as a physical or mental impairment which has substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. This definition is broad and includes people with a wide range of impairments, including learning disabilities, autism, ADHD, speech and language impairments and dyslexia.

The Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

- **Accessibility Action Plan**

The school's Core Professional Purpose states that "We are a community which values and celebrates the individual and inspires everyone to achieve their potential." This clearly demonstrates a commitment to ensuring that everyone who is part of the school community, or wishes to be, should feel able to access the school building, grounds, curriculum and extra-curricular activities to the full. No child or adult involved with the school should miss out on opportunities due to disability.

Lambs Lane is a mainstream school with a Resource Unit for up to 10 children with complex needs. Currently 9 of these spaces are filled. In addition, there is a higher than average percentage of children on the SEN register with learning needs or social, emotional and behavioural difficulties.

The Accessibility Action Plan aims to increase access to education for disabled pupils and covers 3 main areas:

i: Increasing the extent to which disabled pupils can participate in the school curriculum.

Target	Actions	Who, where, when	Monitoring
Development of complex needs resource	Meetings with range of outside agents such as the SEN team, Addington, other Resource Unit schools Training from Addington Special School Sharing assessment tools Developing links with other Resource Heads	2014-15: SF to initiate meeting SG to liaise with Addington and All Saints staff 2015-16: Confirm funding and structure of resource	Autumn 14: Meeting with Addington and All Saints staff Spring 15: Meeting with SEN team, EP; Training from Addington; assessment tools shared and being trialled at LL Autumn 16: New funding structure for complex needs not yet in place from LA
...including the Parrots teaching group	Developing an appropriate teaching structure Training staff working with children with complex needs Consideration of children involved, links with parents and external specialists Development of specialist teaching spaces (see section ii)	2014-16: Training co-ordinated by SG, structure trialled, monitored and reviewed with all stakeholders	Autumn 14: teaching group in place, ongoing discussions with parents and specialists Autumn 16: Parrots teaching group working effectively – parents, children and external

			specialists all happy with provision.
Increasing opportunities for participation for children with physical needs in physical activities (e.g. PE lessons and break times)	Liaison between PE teacher and physiotherapist TAs attending therapy sessions as appropriate Ongoing development of Sensory Circuits for some children, with support of OT Audit and improve equipment available for PE lessons and break times Audit and improve if necessary access to out of school clubs	SG to co-ordinate work with school staff and external specialists. Ongoing according to individual needs.	Autumn 14: Physio met with specialist PE teacher Boccia Club set up, interschool competition set up Spring 15: OT working with key TAs Autumn 16: Children access Boccia, swimming, trampolining, horse riding, residential trip, PE lessons – with class or Parrots
Ensure that disabled children can access all trips	Continue to monitor and evaluate accessibility of all school trips as individual needs change. Residential trips: -trial parents staying overnight nearby for Hooke Court for Y3/4, monitor and evaluate - monitor and evaluate new residential trip to PGL site near Swindon for Y5/6	SG to co-ordinate Hooke Court (Jul 15) JS to co-ordinate PGL (Oct 16)	Autumn 14: PGL investigated and booked Hooke Court day activities booked for children with complex needs Summer 15: Children accessed Hooke Court Autumn 16: Children accessed PGL

ii: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Actions	Who, where, when	Monitoring
To develop specialist teaching spaces for children in the complex needs resource	Complete building works for: <i>Sensory room</i> <i>Physio room</i> <i>Hygiene room</i> <i>Parrots classroom</i> ; Develop further resources required for access according to changing individual needs as required	WBC Summer / Autumn 14 Ongoing review as new children enter the school	Building work complete Sept 14 to Jan 15

iii: Improving the availability of accessible information to disabled pupils.

Target	Actions	Who, where, when	Monitoring
To improve staff confidence and access to technology to support blind child	Ongoing staff training in use of the streamer, embosser; braille training, sound buttons etc. Liaison with SCS staff and other external specialists to ensure technology is up to date	Ongoing as needs change: SG to co-ordinate between SCS and school staff	Autumn 14: new member of staff trained in current equipment by SCS staff Autumn 16: range of technology used by blind child, confidently supported by adults in school
To improve technology to support disabled children in recording their work	Ongoing investigation and investment in technology such as speech to text software, predictive text etc. Develop relationship with IT assessment consultant	Ongoing as needs change: SG to liaise with external specialists	Autumn 16: Wide range of technology available for blind child, other children increasingly competent in IT as most effective method of recording

This Accessibility Plan will be regularly monitored and updated by the Senior Leadership Team, and reviewed annually by Governors on the Pupil Matters Committee.