Newlands Junior School Equality Scheme and Accessibility Action Plan

Newlands is committed to ensuring equal treatment of all its children, employees and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practices and service delivery. We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. The achievement of children with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Disability is a term defined under the Equality Act 2010 as a physical or mental impairment, which has a substantial adverse long-term effect on the individual's ability to carry out normal day-to-day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Newlands Junior School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

General Duties

We will actively seek to:

- Promote equality of opportunity between people with disabilities and other persons. Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of people with disabilities that is related to their disabilities.
- Promote positive attitudes towards people with disabilities.
- Encourage participation by people with disabilities in public life. It is also important to respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in. • Increase the extent to which disabled pupils can participate in the curriculum. Teaching Assistants will be trained in use of lifting and handling to ensure all disabled pupils are fully integrated into the curriculum. Training will be updated regularly.
- Improve the physical environment so disabled pupils can take better advantage of education through 'reasonable adjustments'
- Ensure that all teaching staff and governors are fully aware that they have a responsibility to make reasonable adjustments to enable pupils with SEND to access the curriculum and achieve their full potential
- Newlands will consult with the local education authority to meet this duty through the provision of specialist support and advice and where appropriate by making physical adjustments to the fabric of the school.

Specific Duty

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life. The specific actions currently being taken include:

Involvement of people with disabilities in developing the scheme

Newlands will consult with children with disabilities, staff and service users in the ongoing development of the Disability Equality Scheme by:

- SEN support plans and Termly 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 parents' evenings

Developing a voice for children, staff and parents/carers with disabilities

Newlands is developing opportunities for children with disabilities, staff and parents/carers by:

- Including children and parents/carers in review meetings
- Including children and parents/carers in school questionnaires
- Class teachers discussing issues regularly with children
- Use of the School council

Encouraging participation in public life by people with disabilities

Newlands ensures that children and adults with disabilities are represented and encouraged to participate in:

- Performances
- Sports activities
- School council

• Governing body

Children with disabilities are included fully in normal school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.

Eliminating harassment and bullying

Newlands Junior School has a clear policy on anti-bullying.

Promoting positive attitudes towards people with disabilities

Newlands Junior School promotes positive attitudes towards people with disabilities by:

- Promoting diversity through the delivery of the curriculum
- The curriculum positively promoting difference
- Teachers considering reasonable adjustments when planning lessons.
- Use of outside agencies to support staff training
- Using newsletters and web pages to promote policies.

Removing barriers to Learning

Adaptive Teaching

The National Curriculum provides a broad and balanced education for all children. Throughout all teaching and learning at Newlands, we provide opportunities that enable all pupils to make good progress. We do this by setting suitable challenges and responding to each child's individual needs, as well as choosing activities to suit each year group and lesson. Teaching is adapted to meet the needs of all pupils. Appropriate support, whether adult support or the use of manipulatives or other extra learning resources, is given to any child that needs it to move their learning forwards.

Newlands removes barriers by:

- 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.
- Having appropriate seating and desk support available to provide necessary back support where required.
- Teachers are provided with information specific to individual children through the SEND register and SEND folders.
- Ensuring children with disabilities have access to extra-curricular 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.
- All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEND children.
- Following SATs exam guidelines to ensure that children with disabilities have the same opportunities as their peers.
- Having strong links with external partners from Nottinghamshire County Council e.g. Social Service, Health Service, Speech and Language therapists, Specialist teachers.
- Regular staff training on teaching children with additional needs.

Access

- Ensuring that all areas of the curriculum can be delivered from all classrooms.
- There are disabled toilets available in the school.
- Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school.

Impact Assessment

Newlands will undertake Disability Equality Impact Assessments if necessary.

- The school will use existing procedures for reviewing the impact of provision for children with disabilities e.g. Learning Plans/Annual Reviews
- External validation e.g. Parent voice

The Governing Body

Governors meetings will be held in locations that are accessible to people with disabilities when the need arises. Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website and newsletters. The School and Governors consult with parents/carers through questionnaires.

What disability data is currently collected

Newlands currently collects the following disability data:

For all children, including those with additional needs:

- Admission forms
- The total number of children with disabilities
- Home and contact details
- Outcomes of lesson observations in place to ensure that there is a consistent process for monitoring all teaching.

For children with additional needs: -

- SEND Graduated Approach/Annual Reviews/support plans
- SEND Register
- Integration of children with disabilities including access to the curriculum.

For staff:-

- The total number of disabled staff
- Number of appointments of disabled staff

Reviewing and monitoring

The above data is reported to a number of bodies such as:

- Governing body
- School Leadership Team
- Local Authority

This accessibility plan has been written alongside Nottinghamshire County Council Accessibility strategy.

Next Review – September 2028