



Hampden Gurney C of E Primary School

2018 - 2021

Disability Equality Policy and Accessibility Plan

Duties under Part 5A of the Disability Discrimination Act (DDA) require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

1a Mission statement of Hampden Gurney School

Hampden Gurney School offers a Christian education, where we aspire, as a school to:

- be recognised for the quality of care extended to all associated with us and to respect each person's dignity and uniqueness;
- make the faith life of the school inform and affect work in all areas of the curriculum;
- to be a "family", embracing home and parish, with an awareness of its responsibilities to both local and worldwide communities;
- establish a whole curriculum which will balance the highest academic standards with the life skills and critical awareness necessary to enable all students to reach their full potential and respond to the needs of society;
- ensure that all pupils are safe, happy, stimulated and challenged underpinned by the Christian ethos.

1b. Information from pupil data and school audit

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.’

For the purpose of this document, people with disabilities, as defined by the Disability Discrimination Act 2005, include impairments such as:

- 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;
- medical conditions
- pupils with statement
- perception of risk of physical danger.

2a. Increasing access to the curriculum

At Hampden Gurney, we believe that all pupils regardless of race, gender or disabilities should have equal access to the curriculum in order to achieve to their highest potential.

Currently, the SENCO, class teacher and learning support assistants collaborate in order to provide resources and support that will enable pupils with a learning disability to participate fully in the school curriculum. Withdrawal groups have proven to be very successful in enabling access to the curriculum in Literacy and Numeracy.

Priorities that are addressed in the school action plan include:

- subject leaders to ensure high quality teaching and learning within their subject areas – including resources and accessibility.
- increased access to Physical Education for pupils with mobility disabilities.
- increased access to after school clubs and school trips for pupils with disabilities.

2b. The physical environment

Hampden Gurney is a one-form entry school consisting of five levels. There are two main staircases, which provide access to each of the levels. The stairs and walls are colour coded to facilitate movement for pupils who are visually impaired or on the Autistic spectrum. There is one lift that can accommodate one wheelchair at a time. Each level has a toilet facility for wheelchairs in addition to standard girl and boy facilities. The main entrance includes an access ramp in addition to stairs.

Priorities that are addressed in the school action plan include:

- changing the orientation of the opening of wheelchair toilets’ doors – to increase space in toilet area for wheelchair users.
- reviewing the lighting that is used throughout the building.
- provision of specialised ICT resources.
- reviewing the current fire exit strategy to take into account wheelchair users, pupils, teachers and parents with mobility disabilities and pupils, teachers and parents with hearing impairments.

2c. Information for disabled pupils

The legislation requires the provision of information in alternative formats to be made within a reasonable period of time and requires taking into account the views expressed by pupils, or by their parents, about their preferred means of communication.

The school operates an 'open-door' policy where parents are welcome to discuss their pupils' needs and achievement with the class teacher, senior managers or the SENCO. Additionally, invitations are regularly displayed for parents to attend Westminster led sessions for parents of pupils with disabilities. Where possible, parents and staff will have access to information in different formats for example, large print documents.

Priorities that are addressed in the school action plan include:

- an audit of areas where written information might need to be made available in different formats.
- a review of resources provided by SENCO for pupils with specific disabilities – e.g. dyslexia, partially sighted, hearing impaired pupils.

2d. Promoting positive attitudes and equality of opportunity

The staff and governors of Hampden Gurney stand against racism and all forms of discrimination on the grounds of ethnic origin, religion, gender or disability. We are committed to promoting understanding of the principles and practices of equality and justice.

Positive attitudes are promoted and developed through whole school celebration of emotional, social, behavioural sporting, cultural and academic achievement. A greater understanding of diversity and disabilities is gained through the Personal Social Health and Citizenship Education (PSHCE) curriculum, Religious Education, circle time and whole school assemblies.

2e. Elimination of discrimination and harassment

All staff, governors, parents and pupils regardless of disability, race, ethnicity, gender and socio-economic background are welcome and will be encouraged to participate in the life of the school. The school follows the LA and Governing Body Admission Policies that do not permit gender, race, colour or disability to be used as criteria for admission. The school values diversity amongst the staff. It aims to provide equal opportunity. In all appointments, the best candidate will be appointed, based upon strict professional criteria.

Hampden Gurney makes every effort to eliminate harassment of any member of the school community. The school recognises that students with disabilities are particularly vulnerable to harassment and bullying from their peers. The anti-bullying policy outlines the procedures that are followed if bullying has taken place.

3a. Publication of the Scheme and Action Plan

The Action Plan is included as Appendix 1 of this document.

The Disability Equality Scheme is made available on the school's website in order to be available to the whole school community. Hard copies will be available on request from the school office and copies in larger print are also available on request.

3b. Reporting, reviewing and revising the scheme

The scheme and action plan will be revised annually. During revision, governors, staff, pupils and parents will be invited to make contributions regarding the effectiveness of the scheme. A written evaluation will be prepared and made available to the governors, Local Authority and parents.

Links to other policies:

- Equal opportunities policy
- Staff code of conduct policy
- SEN policy
- Anti-Bullying policy
- Health and safety Policy
- School Emergency plan

Policy Reviewed: Oct 2018

Policy adopted by Governors:

Policy to be reviewed: Oct 2021

Appendix 1: Action Plan 2018-2021

Priority	Action required	Resources required	Timescale	Responsible person(s)
Provide training for teachers and teaching assistants to raise awareness of different disabilities and how best to promote teaching and learning.	<ol style="list-style-type: none"> 1. Ensure all staff are aware of current policies and legislation. 2. SENCO to provide in-house training for all staff in order to raise awareness of different disabilities. 3. Specialised training to be provided where necessary by speech and language therapists, physiotherapists, school nurse etc. 	Staff meeting INSET	Whole school staff training as relevant by July 2019.	EC EV PF
Curriculum				
All subject leaders to review policies and resources to ensure that pupils with disabilities will be able to access all curricular areas.	<ol style="list-style-type: none"> 1. Review and update all subject policies to ensure access for disabled pupils. 2. Audit and review resources available in subject areas that will enable access for disabled pupils. 	Subject coordinator release time.	Review and audit by February 2019	EV to coordinate
Increased access to Physical Education curriculum for pupils with mobility disabilities.	<ol style="list-style-type: none"> 1. Review and update Physical Education policy as detailed above. 2. Review PE curriculum and include alternative or differentiated activities for pupils with mobility disabilities. 	Subject coordinator release time.	Review and update by February 2019	GA
Physical Environment				
Review the layout of classrooms, common areas, library, ICT room, dinner hall and all accessible toilets to ensure accessibility for wheelchair users.	<ol style="list-style-type: none"> 1. Ensure that there are wide spaces between tables in the dinner hall for wheelchair users to manoeuvre where necessary. 2. Ensure that there is sufficient space between both doors in the class to enable ease of movement for wheelchair users – necessary under fire exit strategy. 	N/A	February 2019	EC EV PF
Provision of specialised ICT resources.	<ol style="list-style-type: none"> 1. Audit existing ICT resources and suitability for pupils with disabilities. 2. Purchase specialised ICT resources to increase access to curriculum for disabled pupils (e.g. keyboards, mice, software, iPads, etc.) 	Subject coordinator release, £1000 for ICT specialised resources	Audit completed by March 2019 ICT resources purchased by July 2019.	PF with Turn It On consultants

To review and update resources provided by SENCO for pupils with specific disabilities – e.g. dyslexia, partially sighted pupils.	<ol style="list-style-type: none"> 1. Audit existing resources provided by SENCO for pupils with disabilities. 2. Update resources available for specific disabilities. 	Subject coordinator release time	April 2019	EV
Reviewing the current fire exit strategy.	<ol style="list-style-type: none"> 1. Review the fire exit strategy to take account of pupils with mobility disabilities. 2. Publish a fire exit strategy in child-friendly language. 3. Investigate the cost of specialised equipment that will enable pupils to travel down stairs safely (sling trolleys, evacuation chairs). 	Time to update strategy, Time to research equipment available.	Strategy updated by Dec 2018. Investigation completed by December 2018 and fed into annual review.	PF and Building manager
Information available				
To review areas where written information might need to be made available in different formats.	<ol style="list-style-type: none"> 1. Review existing availability of written material for pupils and possibility of making available in different formats. 	Subject release time.	January 2019	DM
To improve communication between staff with regards to pupils with disabilities.	<ol style="list-style-type: none"> 1. Compile a list of medical or health disabilities that will be kept in the class register and on intranet. 2. Remove all children's photos and information from view 3. Hold transfer meetings at end of year to pass on relevant information regarding pupils with disabilities. 	Transfer meeting times for all teachers	Appendix 1 List compiled in July 2018, Transfer meetings held September 2018.	PF and office