

St. Barnabas C.E. Primary School Disability Equality Scheme and Accessibility Plan 2023 - 2026

Introduction: The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has four key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To make 'reasonable adjustments' to make sure disabled students are not discriminated against, either directly or indirectly.
- To plan to increase access to education for disabled pupils.

All disabled persons have rights to be protected from discrimination. These rights cover most areas, including education. The Equality Act 2010 and the United Nations (UN) Convention on disability rights help to enforce, protect and promote those rights.

This 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 DDA:

- 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. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

St. Barnabas CE Primary School makes all children feel welcome irrespective of race, colour, creed or impairment. In addition, all staff and governors at St. Barnabas CE Primary School have a commitment to equal opportunities for disabled people: pupils, staff, governors, parents, carers and other people who use the school or who may wish to.

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St. Barnabas CE Primary School is committed to:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

To ensure equity of provision for disabled pupils staff at St. Barnabas CE Primary School:

- Will not treat disabled pupils less favourably for a reason related to their disability.
- Will make reasonable adjustments, so that disabled pupils are not at a substantial disadvantage or subject to discrimination.
- Will contribute to plans to increase access to education for disabled

The Disability Equality Scheme and Accessibility Plan is supported by the whole school Christian Vision and aims:

St. Barnabas CE Primary School & Green Lane Pre-School

Inspire, Nurture and Achieve

We believe, as Jesus did, that in our happy, purposeful and welcoming **Christian school** and pre-school **all people** are **valued, encouraged** and **cared for**:

- **Inspire** the school community to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

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Matthew 19 v14

Jesus said, "Let the children come to me, and do not hinder them,
for the kingdom of heaven belongs to such as these."

We aim to:

Inspire a positive approach to life and learning;

*Value and **nurture** each child as an individual: developing **resilience**, **independence**, and an **understanding** of what they bring to the world;*

*Create a rich, stimulating environment where **achievements** are celebrated and **team work** and **co-operation** are expected;*

*Promote **high expectations** and **self-confidence** for each individual;*

*Ensure each child strives towards **excellence** supporting those who find learning difficult and challenging the most able children;*

*Develop and foster **motivation** for learning and **enthusiasm** for life;*

*Promote a sense of **belonging** and build outstanding **relationships** between school, home, church and the wider community.*

*Help every person understand their **unique purpose** and **place in God's world**.*

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| Action / Task | Lead | Time Frame | Resources needed | Progress Indicators | Monitoring | Success Criteria |
|---|---------------------------|----------------------------|---|--|--|--|
| 1. To increase the extent to which disabled pupils can participate in the school curriculum. | | | | | | |
| 1.1 To ensure high quality teaching and learning for all, this includes having high expectations for all children. | SENCO/ Assistant SENCO | September 2023 Termly | SEND Register | Suitable learning challenges are set for individual children. Targets for improvement for disabled pupils set across school and subject areas. Evidence of targets being reviewed in pupil progress meetings | SLT Team Leaders SEND Governor | The whole school Christian vision is reflected in daily practice and provision. Evidence of disabled pupils meeting ambitious academic and progress targets. |
| 1.2 To employ and deploy teaching assistants and sports coaches to connect disabled pupils to the curriculum, support the development of independence and promote social interaction. | SENCO/ Assistant SENCO | September 2023 Termly | CPD for teachers and support staff including lunchtime staff to promote independence and social interaction | Teaching assistants Staff report feeling confident in promoting independence for all pupils and specifically for disabled pupils. | SLT Team Leaders SEND Governor | Disabled pupils are accessing a broad, balanced and ambitious curriculum with their peers. Evidence of increased independence and social interaction |
| 1.3 Effective curriculum and professional development for all staff on inclusive classroom practice in general and on specific disability issues in particular. | SENCO/ Assistant SENCO | September 2023 Termly | Online or face to face training resources, including specialist training for medical need. | Staff report feeling confident in inclusive practice. | SLT Team Leaders SEND Governor | Evidence of children with disabilities accessing a broad curriculum in line with their peers. |
| 1.4 To consult regularly with a range of external agencies to ensure quality of provision. These include among others: speech and language therapists (SALT), Occupational Therapy, PD (Physical Disability) Outreach, Visual and Hearing impairment teams, Complex Communication Needs Team. | SENCO/ Assistant SENCO | September 2020 Annually | SLAs negotiated annually with appropriate agencies | Regular input from outside agencies to support staff in meeting the needs of specific children | SLT Team Leaders SEND Governor | Evidence of reports and recommendations made by outside agencies incorporated into IPMs and EHC Plans for individual pupils and into daily classroom practice where appropriate. |

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|--|---------------------------|--------------------------|--|--|--|---|
| 2. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; | | | | | | |
| 2.1 To improve accessible facilities to enable pupils with physical disabilities to fully access the school site and therefore, equality of curriculum provision. | SENCO/ Assistant SENCO | September 2023 Termly | Ramp to bottom playground. BMA (Bathroom Management Area) | Ramp fully maintained and playground area fully accessible for all pupils with a physical disability. Bathroom facilities including hoist and changing facilities | SLT Team Leaders SEND Governor | Evidence of physically disabled pupils with mobility issues able to access the full school site. |
| 2.2 To improve provision of quiet areas within the school specifically to support pupils with Autistic Spectrum Condition (ASC) | SENCO/ Assistant SENCO | January 2024 Termly | Identified quiet areas both inside and outside where pupils can | Pupils with ASC know where there are quiet areas that they can go to, either by agreement within lesson time or at break and lunchtimes | SLT Team Leaders SEND Governor | Pupils with autism are able to use this and a range of age appropriate strategies to help them learn to name and regulate their own emotions. |
| 3. To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary | | | | | | |
| 3.1 Use of ICT resources to improve access to the curriculum, adapting reading materials and wider classroom resources. | SENCO/ Assistant SENCO | Termly | Children identified who could benefit from ICT technologies. Staff training needs in technologies identified. | Maintain the systems that are in place to overcome potential barriers to learning and assessment for individuals and groups of pupils | SENCo SLT SEND Governor | Children with dyslexia are able to access written Information. Children with physical needs are able to record their work using Speech Activated Text or an appropriate equivalent to record ideas and work. |
| 3.2 To formally collect the views of children with an identified disability around their own provision. | SENCO/ Assistant SENCO | Termly | Record keeping via Edukey | Views are formally sought and recorded termly and are taken into full consideration when reviewing provision or access to the full and wider curriculum | SLT Team Leaders SEND Governor | Evidence of views sought and recorded and where appropriate, adaptations made to provision. |