

BROWNHILLS SCHOOL

DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN 2016 – 2019

Introduction

The SEN and Disability Regulations 2014 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three 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 plan to increase access to education for disabled pupils.

The DFE definition of disability

Guidance from the DFE states that a person has a disability if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse affect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA, is something that is more than minor or trivial.

The definition of disability is a wide one and includes those with medical needs (e.g. cancer, diabetes) and a large number of pupils with learning difficulties and emotional, behavioural and social difficulties.

This Access 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 SEN and Disability Regulations 2014:

- Increasing the extent to which disabled pupils can participate in the school curriculum. This covers teaching and learning. It also includes the wider curriculum such as participation in after school clubs, leisure and cultural activities, extended school provision or school trips and visits.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This would include physical aids and equipment to access education.
- 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. Attached is an action plan showing how the school will address the priorities identified in the plan.

Aims of the Brownhills School Disability Equality Scheme and Accessibility Plan

1. To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
2. To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils.
3. To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
4. To develop strong collaborative relationships with pupils and parents or carers to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.
5. To regularly review and evaluate standards of attainment for disabled pupils.
6. To monitor exclusions
7. To look at recruitment and promotion procedures in light of disability legislation.
8. To promote equality of opportunity and positive attitudes towards disabled persons.
9. To encourage the availability of role models and positive images of disability.

Brownhills School has a strong commitment to equal opportunities and accessibility as laid out in the School Aims, Equal Opportunities Policy, Anti – Bullying Policy, Child Protection Policy, SEND Policy, Behaviour Policy, Health and Safety Policy and Inclusion Policy. As a school we aim to embed accessibility into everything we do: in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.

Brownhills School aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils. Everyone needs to take the lead in respect of accessibility within their areas of responsibility: access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the school led by those with pastoral responsibility and responsibility for overseeing the plan with the Senior Leadership Team reporting to the governing body.

Characteristics of the school

Brownhills School is a below average sized School. The majority of pupils come from areas of relative social and economic deprivation where adults' experience of higher education is well below average. Less than 6% of students are from ethnic minority groups.

Our Self Evaluation Form (SEF) states that the percentage of pupils identified by the school as having SEN is above with the National Average. A total of 136 pupils have been identified as having special educational needs and/or disabilities. Of these, 13 pupils have a statement, 9 in Keystage 3 and 4 pupils in Keystage 4. Brownhills School prides itself on being an inclusive school. The school building comfortably accommodates pupils with physical disabilities.

The Ofsted Report (June 2013) states that this is a good school with some outstanding features. The report praised the behaviour and work ethic of pupils and the care and guidance offered to pupils.

The report also highlighted the following:

- Students with learning difficulties or disabilities make greater progress than their peers nationally.
- Students feel safe and confident at school and suggest that there is always a member of staff who they can talk to if they have a problem.

- The school works well in partnership with its primary feeder schools and a range of agencies to support the individual needs of its students and to promote their well being.
- The school's Inclusion Unit help many students maintain good attendance records and supporting them with their schoolwork.

Ways in which Brownhills meets the needs of disabled pupils.

- Pupils with learning difficulties or disabilities are given effective support in lessons from teachers and skilled teaching assistants.
- Pupils achieve well because they enjoy all aspects of school life.
- There are good links with professionals to safeguard the well being of pupils.
- The school works hard to ensure that pupils with disabilities participate fully in all aspects of school life. Disabled pupils are offered the opportunity to attend all trips, and residential. Risk assessments detail the additional staffing and resources required. Specialised transport is provided as needed.
- Transition arrangements have been developed to assist pupils transferring between our feeder schools and Brownhills School. These include liaison between staff from the feeder school and Brownhills School.
- Physical access
- Curriculum access
- Consultation process

Communicating the Disability Plan to Stakeholders

<u>Time Scale</u>	<u>Targets</u>	<u>Activities</u>	<u>Outcome</u>	<u>By when</u>	<u>By Whom</u>	<u>Success Criteria</u>
Short Term	Staff aware of plan	CPD – Staff training	Staff Trained	Ongoing	TH/PT/RP	Whole staff trained in issues related to disability.
Short Term	Parents to be aware and consulted on development of scheme	Website to provide information on all issues in user friendly format. Focus Newsletter to publicise report on disabilities to parents	Parents informed on disability issues and have facility to respond.	Spring 2016	TH/PT	Parents informed and provide input to scheme.
Medium Term	To audit appropriate school policies to ensure that they reflect vision of the plan	Consult with key groups – Governors / School council / Parents' Focus group	Policies adjusted	Summer 2016	PT/TH	Policies to be adjusted in light of plan.

Data Collection

<u>Time Scale</u>	<u>Targets</u>	<u>Activities</u>	<u>Outcome</u>	<u>By when</u>	<u>By Whom</u>	<u>Success Criteria</u>
Short Term	Gather data from students / staff / parents	Questionnaires	Enhanced information regarding disability issues	Spring 2016	TH//PT/CE	Include viewpoints into plan
Medium Term	Ensure disability issues are recorded and publicised to appropriate	Review SIMs and data collection sheets	Assist in the monitoring of disabled students	Summer 2016	TH//PT/CE	Staff have relevant disability data
Medium Term	Increase participation of disabled students in school life	Interview disabled students. Act on feedback.	Greater participation of disabled students in aspects of school life.	Summer 2016	TH/PT/RP	Increased attainment from disabled pupils

Physical Access

Steps already taken to improve access for users with physical difficulties include –

- Dropped curbs at the entrance to the school and around site
- Disabled toilets
- Two lifts
- Lowered signing in area in reception.
- Hoist for use with wheel chairs
- Evac Chairs by each stairwell
- Disabled parking bays
- Removable bollards to enable ambulance / disabled access
- Ramps to tennis courts
- Ramps to reception
- Ramp to sports entrance
- Ramp to technology area
- Wheelchair area in theatre
- Lift to enable pupils with physical difficulties to access the stage area of the theatre.
- Ridged tiles by each set of stairs.
- Brightly coloured edging to each stair to enhance visibility
- Pool Hoist for disabled swimmers
- Hearing loop in reception
- Lower desk in Reception

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Additional Steps to be implemented (subject to budget constraints)

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short term	Reception area - doors	Install automatic doors.	Physically / visibly disabled visitors will be able to enter the school more easily	July 2017.	MA	Visitors are more frequently able to enter or exit without assistance.
Medium term	External Steps to Community Entrance	Install tactile at top and bottom and provide a handrails	Persons with sight impairments can identify the steps and reduce the risk of them tripping.	December 2017	MA	Steps are easily seen reducing risk of trips or falls.
Long Term	Art Block	Provide ramp to replace existing steps at Art Block entrance	Wheelchair users would be able to access the Art block directly and exit quicker during a fire evacuation.	December 2017	MA	Visitors are able to enter or exit the Art area without assistance.
Long Term	Fire Alarm System	Install Xenon beacons	Hearing impaired would be made aware of fire alarm activation.	July 2018	MA	Hearing impaired able to respond more quickly to fire alarm.

Curriculum Access

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Schemes of work consider disabilities and appropriate activities	Lesson plans Resources checked Observations Assemblies etc Staff training SEN reviews	Reviewed SOL's Appropriate resources are used e.g. ICT/font/colour paper Increased activities e.g. work exp in INC/SEND	Ongoing	TLCs Outreach SEN	Results Inclusive activities raised awareness
Medium Term	Classroom organisation caters for disabilities	Staff awareness SEN reviews	Exam Access Inclusion in the classroom Ease of access round school	Ongoing	Staff Caretakers TAs Outreach	Equal opportunity for access and movement round school
Long Term	Timetabling and location considerations	SEN identification Staff information SEN training of TAs SEN reviews	SEN match to timetabling Health and Safety optimised	Ongoing	SLT SEND / TA	Health and safety Emergency evacuation

Provision of information in other formats.

To ensure that information is provided in a format that does not disadvantage disabled pupils.

Time scale	Targets	Activities	Outcome	By when	By whom	Success criteria
Short Term	To continue to use pastel paper for dyslexic pupils.	Consider the pupils who will benefit. Coloured screens to be used on interactive whiteboards.	Pupils receive information on pastel coloured paper.	All staff aware of this important aspect of learning.	PT	Communication with dyslexic pupils is improved.
Short Term	To continue to use large print for relevant pupils.	Identify relevant families (at home and school) who would benefit from large print. Large print to be used on interactive white boards and computers	Pupils and parents receive information in large print.	Ongoing – staff aware of need to meet the needs of relevant families.	PT	Pupils and parents find print easier to read.
Short Term	To hold an inclusive discussion of access to information in all annual reviews.	Ask parents / carers and children about access to information and preferred formats in all reviews.	Common approach when providing information.	Ongoing dialogue between staff and parents.	PT	Parents / carers and pupils receive information in a reasonable format.
Short Term	TAs will continue to use visual means to enable pupils with language difficulties or specific learning difficulties to plan and execute work.	TAs use visual timetables and supportive resources.	Pupils benefit.	Ongoing – staff trained to ensure school meets the needs of its pupils in this aspect of learning.	PT	Pupils achieve to the best of their abilities.
Short Term	To train staff in the use of mechanisms for hearing impaired students	C.P.D for all staff	Hearing impaired students access the curriculum	Ongoing	PT/ BP	Students' achievement Student Voice

Time scale	Targets	Activities	Outcome	By when	By whom	Success criteria
Short Term	To promote positive attitudes to disability	Review Focus day Curriculum – a) Review Assembly programme: ensure focus of difference / disability / equality b) Involve local disability groups in assemblies and visits to school. c) Regular items for newsletter highlighting achievements of pupils with disabilities	Pupils have positive attitude to disability	Ongoing	PT/ DL/MM	Inclusive PSHE Curriculum and Attitude
Medium Term	To distribute supportive literature from support groups.	Assistant SENCo to identify supportive literature. E.g. SEN magazine, Walsall Deaf Club information.	Parents / carers receive supportive literature.	Ongoing – staff to ensure supportive literature is communicated.	PT	Supportive literature is sent to relevant families.

SEND Action Plan

<p>AIMS</p> <p>To raise significantly the educational achievement of all students, which thus means maximising students' attainment and their progress over time, together with the quality of learning and progress by different groups of students including those with special educational needs and/or disabilities.</p>	<p>KEY PERFORMANCE INDICATORS WITH MILESTONES</p> <p>2016 Examination Results (based upon all students making 3LP)</p> <p>No groups of students should achieve results significantly below the overall student population.</p> <p>Data Trawls take place on four occasions throughout the year to track progress against all targets.</p>
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Consultation Process

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Medium Term	Gain Views of Parents of disabled children	Consult directly with Parents	Action any relevant suggestion	Ongoing	TH/PT	Oral or written communication from Parents added to plan