



## **Green Meadow Primary School**

### **Accessibility Plan and Disability Policy**

**(Updated March 2021)**

#### **Introduction**

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to;

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
  - Advance equality of opportunity between people who share a protected characteristic and people who do not share it
  - Foster good relations between people who share a protected characteristic and people who do not share it
- At Green Meadow Primary School (Academy):
- We try to ensure that everyone is treated fairly and respectfully
  - We want to make sure that our school is a safe and secure place for everyone
  - We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender
- Their gender identity (they have reassigned or plan to reassign their gender)
- Their marital or civil partnership status
- Their being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation

We recognise that some pupils need extra support to help them to achieve and be successful. We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably. Our aim is for all children to achieve more.

We welcome our duties to promote community cohesion (under the Education and Inspections Act 2006) and to eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from protected groups who are underachieving.

#### **Definition of a Disability**

In the Equality Act 2010, it is defined that a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purpose of the Act, the words have these meanings:

- 'substantial' means less than minor or trivial
- 'long term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meet this definition are also protected by the act.

## **Making 'reasonable adjustments'**

It is our duty to make 'reasonable adjustments' to ensure that pupils, staff and visitors who have disabilities are not discriminated against. In school this means:

- 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 to 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.

These 'reasonable adjustments' therefore, mean that we may treat a disabled person more favourably than a person who is not disabled. We may take steps or change what we do, within reasonable limits, to ensure the person with a disability can benefit from activities and services in school to the same extent to a person without a disability.

## **Key Objective**

Our aim is, wherever possible, to reduce or eliminate barriers to accessing education (curriculum and wider aspects of the school) so that pupils, parents, staff and visitors with a disability can experience full participation in the life of Green Meadow Primary School.

## **Principles**

We view inclusion as a process that is relevant to all children in a school, but particularly focusing on those groups who have historically been marginalised or have underachieved in our school. We also view the process of inclusion as being one that involves pupils, parents/carers, staff, governors and outside agencies in our practices and decision-making processes. We believe that the teaching and learning, achievements, attitudes and well-being of every pupil in our school matters.

## **Training and Advice**

Green Meadow Primary School work with a variety of local authority agencies, community groups and charities, NHS professionals, specialist teachers, advisors and other schools to seek advice and enhance support for pupils with disabilities. Staff training needs are audited at least annually and training is provided as needs arise throughout the year.

## **Environment**

Green Meadow Primary School is a fully accessible site with a lift, modified personal care area and accessible fittings. Modifications have been made for stakeholders with visual impairments (blinds fitted in all rooms, improved lighting, matt IWBs, highlighted stair treads) and hearing impairments (radio aids, Soundfield System, ceiling acoustic works).

## **Review of this policy**

This policy will be reviewed annually and every three years an audit will be carried out, including liaison with all stakeholders, to create new targets for accessibility.

## Accessibility Plan

An audit was carried out on 16<sup>th</sup> April 2018.

### SUCCESS FOR EVERYONE: SELF-EVALUATION AUDIT

Name of School/Setting: Green Meadow Primary School

Completed by: Kate Cross (SENCO)

Date of Audit: 16.4.18



Please enter your audit scores from 1 – 10 in the table below. Save and upload to the Action for Inclusion site on completion. Thank you

| Standard  | Audit Score |
|---|-------------|
| 1) Leadership, management and organization.               | 10          |
| 2) Monitoring the Progress of Children and Young People   | 9           |
| 3) Staff development                                      | 9           |
| 4) The Extended Inclusion Team                            | 10          |
| 5) Creating the Environment                               | 9           |
| 6) Teaching and Learning                                  | 9           |
| 7) Personal, Social, Emotional and Behavioural Well-Being | 10          |
| 8) Pupil Participation                                    | 7           |
| 9) Parental and Community Involvement                     | 8           |
| 10) Transition  | 9           |



As part of the the audit we consulted with all stake holder including pupils, parents, staff, governors and regular visitors to the school.

Three hundred and twenty one questionnaire were sent out. We received forty-one replies. The responses are recorded below.

| <b>Area of Disability</b>                 | <b>Number</b> |
|---|---------------|
| Sensory e.g. sight or hearing impaired    | 9             |
| Learning e.g. dyslexia                    | 9             |
| Physical e.g. epilepsy or wheelchair user | 6             |
| Mental health e.g. depression             | 6             |
| Autism spectrum disorder e.g. Asperger's  | 4             |
| Cancer (even in remission)                | 3             |
| Other disability                          | 11            |

In school we hold the following information about pupils with special educational need and disabilities:

There are 77 pupils at our school with different types of disabilities and these include: Autism, Speech Language and Communication Needs, Hearing Impairment, Visual Impairment, Learning Difficulties and Physical Needs.

| Year group | SpLD | MLD | SLCN | PD | VI | HI | SEMH |      |       | Of these pupils number who have an EHCP and the category of need |
|------------|------|-----|------|----|----|----|------|------|-------|--|
|            |      |     |      |    |    |    | ASD  | ADHD | other |  |
| R          |      |     | 13   | 1  |    |    |      |      |       |  |
| 1          |      | 1   | 14   | 1  |    |    |      |      |       | 1 (PD)   |
| 2          |      |     | 4    | 1  | 2  |    | 1    | 1    |       | 2 (SEMH/PD)  |
| 3          | 3    | 2   | 3    |    |    |    | 1    | 2    |       | 2 (PD/VI)  |
| 4          | 4    | 2   |      | 1  |    |    |      | 2    |       | 3 (HI/PD/VI)   |
| 5          | 3    |     |      |    | 1  |    | 2    |      | 2     |  |
| 6          | 1    | 1   |      | 1  |    |    | 3    | 2    |       | 2 (SEMH/ VI)   |

**SEMH- Social, Emotional and Mental Health, SpLD- Specific Learning Difficulty, MLD- Moderate Learning Difficulties, SLCN- Speech, Language and Communication Needs, ASD- Autism Spectrum disorder, VI- Visually Impaired, HI- Hearing Impaired, PD- Physical Difficulty, ADHD- Attention Deficit Hyperactivity disorder**

## **Accessibility Plan**

From this audit the following areas for improvement were identified using ‘Birmingham Standards for Inclusion’:

| <b>Area</b>                  | <b>Target</b>   | <b>Strategies</b>  | <b>Time-scale</b>     | <b>Responsibility</b> | <b>Success Criteria</b>  |
|------------------------------|---|--|-----------------------|-----------------------|--|
| <b>TEACHING AND LEARNING</b> | 2.5 Key individuals and partners have designated responsibilities to ensure that procedures for monitoring are implemented and reviewed.      | Review of staffing structure   | Academic year 2020-21 | MAT<br>SLT            | Procedures for monitoring are implemented and reviewed by key individuals and partners.              |
|                              | 6.2 Teaching and learning activities are based on an understanding of how children and young people learn so that they are accessible to all. | QFT training<br>AfL support- whole school, phases and individual through coaching and/or mentoring | Academic year 2019-20 | SENCO                 | Teaching and learning activities are accessible to all.  |
|                              | 6.10 Staff have access to and choose appropriately from a range of available resources to support learning for all.                           | Review of interventions<br>Introduction of mathematics   | Academic year 2029-20 | SENCO                 | Resources support learning for all.  |
| <b>NO OUTSIDERS</b>          | 5.5 The setting promotes and supports children, young people and all adults to treat each other with care and respect.                        | Introduction of ‘No Outsiders’   | Academic year 2019-20 | TBC                   | Children, young people and all adults treat each other with care and respect.                        |
|                              | 7.5 The setting celebrates diversity and encourages everyone to explore, value and respect individual differences.                            | Introduction of ‘No Outsiders’   | Academic year 2019-20 | TBC                   | Individual differences are celebrated, explored, valued and respected.                               |
| <b>MAT DEVELOPMENT</b>       | 4.10 The expertise of specialists and external agencies is shared between partnership settings to promote inclusive practice.                 | Resources/ specialists/ other agencies are shared within the MAT                                   | Academic year 2019-20 | SLT<br>MAT            | Inclusive practice is promoted.  |
|                              | 6.11 The setting collaborates with other partnership or locality settings to develop teaching and learning.                                   | Successful teaching and learning strategies shared within the MAT                                  | Academic year 2018-19 | SLT<br>MAT            | Teaching and learning is developed.  |
| <b>BEHAVIOUR</b>             | 7.11 The setting has in place a positive behaviour policy where children and young people are encouraged to develop pro-social behaviours.    | Complete the planned behaviour policy review<br>Develop a whole-school shared approach to          | Academic year 2018-19 | SLT                   | A positive behaviour approach is developed and a policy is created which is adhered to by all staff. |

|            |  |  |                       |                   |  |
|------------|--|--|-----------------------|-------------------|--|
|            | Incidents of anti-social behaviour are monitored.  | positive behaviour management  |                       |                   | Pro-social behaviour is the norm and anti-social behaviour is monitored.                         |
|            | 7.10 The setting has in place positive early intervention strategies and there is a graduated response to supporting social and emotional health and well-being. | Further development of the Pastoral team<br>Publish the 'Graduated Response to Pastoral Needs' | Academic year 2018-19 | SLT Pastoral Team | Early intervention strategies are in place as part of the graduated response to supporting SEMH. |
| ATTENDANCE | 7.16 The importance of full attendance is promoted and monitored. The reasons for regular or extended absences are explored and appropriate action is taken.     | 'Fast Track' is implemented  | Academic year 2018-19 | SLT Pastoral team | Appropriate action is taken for regular or extended absence.                                     |