

**Marton Manor Primary School**  
**Disability Equality Scheme**  
**And Accessibility Plan**  
**2019 – 2022**

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**Section 1 Introduction**

**Disability Discrimination Act**

The SEN and Disability Act 2001 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.

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, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The plan must be renewed every three years. The current time frame is 2019-2022.

### **Disability Equality Duty**

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The duty does not create new individual rights for disabled people. The duty provides a framework for schools to carry out their functions more effectively and to tackle discrimination and its causes in a proactive way. The duty thus reinforces the pre-existing duties under the Act. There are both general and specific duties. These duties are described in more detail in the next section.

The most important specific requirement is for public authorities, including schools, to have a Disability Equality Scheme. This requirement for schools came into force in December 2007 This plan covers the requirements of the Scheme.

## Section 2                      Definitions and Duties

### Disability Discrimination Act

The Disability Discrimination Act 1995 (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'.

The definition can include a wide range of impairments ,and conditions including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- 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
- Perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak, move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may therefore amount to a disability.

#### Long-term and substantial

The expressions 'long-term' and 'substantial' are somewhat misleading. 'Long-term' is defined in the DDA as 12 months or more. Clearly this rules out conditions such as a broken limb that is likely to mend within that time. 'Substantial' means 'more than minor or trivial' but it may helpfully be thought of as meaning 'having some substance.' The combined effect of these two terms is to include more people in the definition of disability than is commonly anticipated. The definition in the Disability Discrimination Act (DDA) is broad. It includes more pupils than many people think. There is a significant overlap with pupils with special educational needs, though the definition of special educational needs does not cover all disabled children, for example: pupils with medical conditions, disfigurements and other impairments may count as disabled but may not have special educational needs.

The existence of an impairment or condition does not depend on an official diagnosis. If the impairment is long-term and has a substantial adverse effect, it falls within the terms of the Act whether there has been an official diagnosis or not.

## The Duties in Part 4

It is unlawful for schools to discriminate against disabled pupils. A school discriminates if:

- It treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification
- It fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the 'reasonable adjustments' duty

The reasonable adjustments duty requires schools to think ahead, anticipate the barriers that disabled pupils may face and remove or minimise them before a disabled pupil is placed at a substantial disadvantage. Reasonable adjustments may need to be made in admissions, exclusions and 'education and associated services,' a term that covers every aspect of the life of the school. A Code of Practice, published by the Disability Rights Commission (DRC) provides guidance on the way that the duties operate.

In general it is the governing body of the school that is the 'responsible body' for the DDA duties and needs to ensure that everyone in the school, staff or volunteer, is aware of the duties owed to disabled pupils. To avoid discrimination against any disabled pupil, all staff need to implement the duties in relation to their area of responsibility.

If parents think that their child has been discriminated against, they have a right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal. If the Tribunal finds that a school has discriminated unlawfully against a disabled pupil it can order any remedy that it sees fit, except financial compensation.

### **Disability Equality Duty**

The changes to the DDA 1995 brought about by the DDA 2005 have brought about a change in focus from a reactive to a proactive attitude to disability. The Disability Equality Duty includes both general and specific duties. The DRC again provides Codes of Practice for public authorities and schools must have 'due regard' to the Codes.

### Due Regard

"Due regard" comprises two linked elements: proportionality and relevance. In all their decisions and functions schools should give due weight to the need to promote disability equality in proportion to its relevance. This requires more than simply giving consideration to disability equality. Disability equality will be more relevant to some functions than others. Schools will need to take care when assessing relevance, as many areas of their functioning are likely to be of relevance to disabled people.

Proportionality requires greater consideration to be given to disability equality in relation to functions or policies that have the most effect on disabled people. Where changing a function or proposed policy would lead to significant benefits to disabled people, the need for such a change will carry added weight when balanced against other considerations.

It will not always be possible for authorities to adopt the course of action which will best promote disability equality but schools must ensure that they have due regard to the requirement to promote disability equality alongside other competing requirements.

### The General Duty

The general duty requires schools to consider the six issues listed in the Introduction in all actions which they take. The key task is to consider the promotion of disability equality and making sure it is, over time, mainstreamed into all school functions. This includes activities inside and out of the classroom as well as all other aspects of school life eg extended schools, school lettings, employment etc.

The general duty requires schools not only to have due regard to disability equality when making decisions about the future. They will also need to take action to tackle the consequences of decisions in the past which failed to give due regard to disability equality. This is best approached by working towards closing the gaps in outcomes.

The general duty will build on existing responsibilities under disability legislation in relation to schools, including the duties to make reasonable adjustments, and to plan strategically to increase access to schools over time. Schools can implement the general duty by actively reviewing all their policies, procedures and planned access improvements to remove barriers with a view to greater recruitment and retention of disabled staff; and greater participation of disabled pupils, disabled parents and disabled people in all aspects of school life, in the wider community and in the non-educational services they might provide.

Schools will use the framework of the specific duties to structure their information gathering and action planning in relation to the duty. Involving disabled people and where appropriate both disabled parents and parents of disabled children in setting the school development plans and conducting the daily running of the school is likely to be necessary for the general duty to be effectively met.

### The Specific Duty

The specific duty regulations require our school, to produce and publish a Disability Equality Scheme, to implement certain aspects of the Scheme and to report on it. In our school we believe it makes sense to combine the Disability Equality Scheme with the Accessibility Plan.

- We publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties
- Our school involves disabled people in the development of the Scheme
- the Scheme includes a statement of:
  - the way in which disabled people have been involved in the development of the Scheme
  - the authority's methods for impact assessment
  - steps which the authority will take towards fulfilling its general duty (the "action plan")
  - the authority's arrangements for gathering information in relation to employment, and, where appropriate, its delivery of education and its functions

- the authority's arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing subsequent Disability Equality Schemes
- a school must, within three years of the Scheme being published, take the steps set out in its action plan (unless it is unreasonable or impracticable for it to do so) and put into effect the arrangements for gathering and making use of information
- it must publish a report containing a summary of the steps taken under the action plan, the results of information gathering and the use to which we have put the information.

### **Section 3 Vision and Values**

**Our vision for Marton Manor Primary School is that we can welcome and effectively cater for pupils of all abilities and ensure that they achieve their full potential academically, socially and emotionally in a caring environment**

***Marton Manor School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.***

***Our School's commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school:***

- sets suitable learning challenges;***
- responds to pupils' diverse needs;***
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.***

***We aim to identify and remove barriers to disabled pupils in every area of school life.***

***We make all children feel welcome irrespective of race, colour, gender, creed or impairment.***

**Section 4 Accessibility at Marton Manor Primary School** Marton Manor School's governors and staff will have regard to the "Code of Practice for Schools" issued by the Disability Rights Commission (DRC) concerning the DDA. The school will also follow the guidance issued by the DCFS in 2006 entitled "Implementing the Disability Discrimination Act in schools and early years settings."

We will ensure that all staff and governors are aware of the implications of the DDA and, through training and development opportunities, embed the good practice across all aspects of school life.

During the period of the first five Accessibility Plans in 2003 – 2006, 2007-2010, 2010-13, 2013-2016 and 2016-19, Marton Manor School tried hard to achieve its vision and a number of the successful outcomes are listed below:

**We include here some statements about developments that are in line with this agenda, for example**

- **Ramps were fitted to the school to enable any child or parents to access the building properly (physical)**

- Classrooms and corridors were decorated and carpeted in contrasting colours that helped children with visual impairment (physical)
- The Schemes of Work were revised and planning differentiated to make them more inclusive for all pupils (curriculum)
- All pupils are able to have access to after-school clubs and activities including residential visits (curriculum)
- Visual timetables are used in a number of classes (information)
- Our support base has a “Thrive” room and small fenced playground to support pupils who need to access these (physical)
- We have a DDA approved shower and two DDA approved toilets in separate areas of the school (physical)
- Pupils’ learning needs are considered when teachers plan so that there are a range of appropriate activities, ICT facilities and apparatus that can assist pupils with particular learning needs (curriculum)
- Our front entrances are now modified to enable disabled access (physical)
- We have two disabled parking places close to the building (physical)
- We have an induction loop and microphone in our entrance which adheres to DDA regulations (physical)
- We have a disabled friendly shower room and toilet in the Nursery
- Our door security systems are DDA approved and our fire systems (physical). We make provision for disabled children and visitors in the event of fire and this is clearly signposted for visitors. Staff are given training to help respond promptly to help disabled people in the event of fire.
- We have increased the number of staff and pupils in our support base to enable more pupils to access a place. We have also taken pupils beyond our agreed admission number to ensure that we accommodate pupils who need a Base place and would not otherwise have one

Staff regularly undertake and update training to enable pupils with disabilities to stay safe and to make good progress in school (e.g. epipen training, dyslexia awareness, Team Teach, autism courses) (curriculum/ physical). Our SENCO has undertaken Thrive training to support pupils with mental health issues and all staff have received training in this approach. Alongside we buy the services of The Bungalow Project to provide support for pupils who may need therapeutic intervention and who work to support their families.

At Marton Manor School we try to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

On 'access to the curriculum,' we have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning. Scheme of Work revisions include measures to ensure that all pupils including those with disabilities can access the curriculum. This is a rolling programme of improvements that is leading to holistic embedding of the principles.

On 'physical environment,' we have done what we are able to within the resources available and our building work has enabled us to accelerate our plans. The last DDA audit in our school identified a range of issues with differing levels of importance. We have a desire to improve the environment in a way that promotes inclusion for all pupils and will continue to do so subject to resources being available. Some physical changes are made in response to new pupils or the needs of existing pupils to keep them safe such as security measures.

On 'information,' we have tried to use a range of formats to meet differing needs. Visual signs are used in appropriate places for all pupils, and particularly for those who need visual cues to help them. We are aware of services to produce alternative formats if necessary. We now have an attractive child-friendly format for Individual Education Targets and children's views for annual reviews.

We will use our information systems to monitor our progress as a school and the progress of disabled children within the school to ensure that we are helping all children achieve.

**Section 5 Involvement** We constantly consult informally with staff, pupils and parents about the needs of our disabled pupils and how we can meet their needs effectively e.g. through curriculum modifications, environmental changes or special provision. We have a Raising Achievement group of Governors and staff who meet at least termly to monitor progress and discuss new developments. Pupils are consulted in class and through the School Council. We also consult with external agencies such as the Education Department, Speech and Language Service, Psychological service, Beverley School and Cleveland Unit. Parents of children with disabilities are involved in policy making and are represented through the Governing Body. They also complete parental views forms for annual reviews if they have a child with a special need or disability.

**Section 6 Management, Coordination and Implementation** Our Senior Leadership Team, which includes our SENCO has responsibility for oversight and monitoring. Our Raising Achievement Committee is looking at this area of responsibility. We recently had the LA conduct a review of our SEN provision and we have DDA surveys to monitor our progress towards meeting DDA requirements.

We will monitor the effectiveness of our provision for.

- Disabled children, parents, staff



- Outcomes for disabled children
- Ensuring that disabled children are taking up opportunities, clubs, trips etc
- The inclusion of disabled pupils in mainstream classes
- Effective secondary transition with support where needed

We have policies in place which are regularly updated to meet the needs of pupils with disabilities e.g. the continence policy, the SEN/D /Inclusion policy and our SEN/D offer We also have pupil care plans and support meetings to assist parents and pupils particularly when they are experiencing difficulties or are newly diagnosed.

We continue to work with outside agencies to implement new developments and to comply with legislation including health and safety. We inform parents and others of the progress in this work through Open evenings, presentations, individual discussions, newsletters and self-evaluation e.g. questionnaires for parents and pupils.

### **Useful Resources and Websites**

DfES (2006)

*Implementing the DDA in schools and early years settings*

Disability Rights Commission (2002)

*Disability Discrimination Act 1995: Part 4: Code of Practice for Schools*

Disability Rights Commission (2005)

*The Duty to Promote Disability Equality: Statutory Code of Practice (England & Wales) [often referred to as the Code of Practice on the Disability Equality Duty]*

<http://www.everychildmatters.gov.uk/>

<http://www.teachernet.gov.uk/wholeschool/sen/senstrategy/>

<http://www.drc-gb.org/>

<http://www.ofsted.gov.uk/publications/>

<http://www.teachernet.gov.uk/wholeschool/sen/schools/accessibility>

### **School improvement**

**Improved access should lead directly to improved outcomes for disabled pupils. The school's accessibility plan should therefore not just be linked to the school improvement process, it should be located firmly within it.**

Marton Manor Primary School: Action Plan 2019 – 2022

Strand 1: Increasing the extent to which disabled pupils can participate in the school curriculum

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
<p>Discuss our recent SEN/D and address any important priorities identified.</p> <p>A phased review and update of policies and update of the School Improvement Plan priority for pupils with SEN.</p>	<ul style="list-style-type: none"> <li>Look at SEN/D report to see how we measure up and where improvements are needed.</li> <li>Write an action plan to help us achieve priorities</li> <li>Update the SEF to reflect the current picture and trends in SEN</li> <li>Review and update School Improvement Plan with Governors each term</li> </ul>	<p>Inclusion team (GH, DD and KB with SEN/D governor)</p> <p>SENCO and GH</p> <p>SMT</p> <p>HT</p>	<p>End of Autumn term 2019</p> <p>End of Autumn term</p> <p>End of Spring 2020</p>	<p>November half term Progress check</p> <p>November half term Progress check</p> <p>Copy to Governors</p> <p>Governors</p>	<p>Produce a position statement and what needs to be done next with timescales.</p> <p>Action plan to be given to Raising Achievement Committee and implemented</p> <p>Policies are in evidence being applied throughout the school</p> <p>Outcomes identified in the School Improvement Plan are achieved.</p>
<p>Use teaching and learning interventions to increase access where appropriate</p>	<ul style="list-style-type: none"> <li>Assess progress and produce case studies and data</li> </ul>	<p>SENCO, TA's and GH</p>	<p>End of Spring term and Summer term 2020</p>	<p>Assess data</p>	<p>Effective interventions will inform plans for the academic year. Pupils to be identified who may benefit and good outcomes evident.</p>

<p>Review assessment system to measure progress of pupils who are making very small steps of progress and working well below age related expectations</p> <p>Ensure that transition to new schools is carefully discussed with parents in Year 5 and carefully managed towards end of Year 6</p>	<p>Consider assessment systems that may be used e.g. PIVATs and with the Trust make a decision about which meets our pupils' needs best.</p> <p>Use Insight data to effectively record and report on progress of these pupils in a format which is meaningful and concise</p> <p>Meet with staff of receiving school for handover information and provide staffing where needed for transition visits</p>	<p>KB, GH, Victoria Patton</p> <p>KB , Victoria Patton.</p> <p>KB</p>	<p>End of Autumn Term 2019</p> <p>By Spring half term 2020</p> <p>As needed in Autumn term of year 5</p>	<p>Share the process with staff and begin to use this system asap</p> <p>Use staff meeting time to inform staff of the new system for assessment and reporting.</p>	<p>Staff and governors will be able to make sense of the new assessment system and track pupil progress with confidence.</p> <p>Pupils have successful transition experiences and are able to cope in the new setting.</p>
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Marton Manor Primary School: Action Plan 2019 – 2022

Strand 2: Improving the physical environment

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
<p>Current and planned building work. Plan access into the programme</p> <p>Consider the whole school grounds and other provision used by the school</p>	<ul style="list-style-type: none"> <li>Continue to use DDA approved colour contrasts for décor and flooring when refurbishing</li> <li>Implement the Priority 3 recommendations of the most recent DDA survey</li> <li>Develop the grounds to create a garden area for pupils to work in and develop</li> </ul>	<p>HT</p> <p>HT</p> <p>Staff</p>	<p>Annual redecoration rolling programme in School Improvement Plan</p> <p>April 2020</p> <p>July 2013</p>	<p>DDA survey to approve colour contrasts</p> <p>Governors to receive quotes and reports regarding funding availability e.g. Devolved Capital</p> <p>“ “ “ “</p>	<p>Potential pupils or potential parents with visual disabilities may benefit</p> <p>Pupils of all abilities may benefit from development of large muscle groups and social interaction</p>
<p>Consider ASD or dyslexia friendly classrooms</p>	<ul style="list-style-type: none"> <li>All staff to receive regular training and development updates in ASD and dyslexia</li> <li>Purchase resources and ensure that teachers' planning incorporates provision for these pupil groups</li> </ul>	<p>Staff and HT</p> <p>SENCO and HT</p>	<p>Annually</p>	<p>Staff training records to be kept</p> <p>Keep samples of planning to highlight good practice. Track pupil progress for these two pupil groups</p>	<p>Staff planning reflects consideration of the needs of these two groups. Pupil progress should reflect at least two sub levels' progress per year or equivalent for pupils tracked on PIVATs.</p>

Strand 3: Information for disabled pupils which is provided in writing for pupils who are not disabled

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
<p>Typical info to consider</p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• time-tables</li> <li>• Individual targets are pupil friendly</li> <li>• Worksheets</li> <li>• teacher marking and feedback</li> <li>• notices</li> <li>• tests</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that homework is achievable and closely matched to the child’s individual needs</li> <li>• Visual timetables are provided</li> </ul> <p>Individual targets are produced in a timely manner and shared with parents and children</p> <ul style="list-style-type: none"> <li>• Worksheets are used sparingly and are closely matched to the child’s needs</li> <li>• Teacher marking is realistic, and targets are achievable in a short timescale. Some of this should be verbal</li> <li>• These should be in a simple, readable format</li> <li>• These should be closely matched to the child’s ability</li> </ul>	<p>Class teachers and SENCO</p>	<p>As appropriate</p>	<p>HT to monitor by selecting a sample each year across the school as part of lesson observations</p>	<p>Information is appropriate, accessible and relevant.</p>

Strand 4: Disability Equality Duty - Whole school actions

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
Staff and governor training	<ul style="list-style-type: none"> <li>• Staff and Governors to receive new training as it becomes available for any aspects of the new SEN Legislation and funding arrangements .</li> <li>• SENCO attends autism training courses as they become available</li> <li>• All staff to receive regular updates in Team Teach training and Thrive</li> </ul>	SENCO and HT	Annual	Register of courses and regular updates to Governing Body meetings each term	Training reflects commitment on the part of Governors and staff. This training should be implemented by staff in planning and teaching.

Key messages for schools

The Accessibility Planning Project worked with six partner local authorities and their schools to develop the accessibility planning materials. On the basis of that work, some key issues emerged. They are provided here to inform the further development of schools' plans.

*The best plan for your school starts with your school and your pupils*

Plans need to start with the school's own information and data about their disabled pupils, the school's vision for their disabled pupils, and the views of disabled pupils and their parents. Every school is different. Another school's plan is unlikely to be relevant to your disabled pupils at your school.

*There are more disabled pupils than you think*

Crucial to effective planning is a clear understanding of which pupils count as disabled; and which pupils who might be coming to the school count as disabled.

Most people are surprised to find out how many are included in the DDA definition.

### *Consultation is crucial*

Consult and schools will get help in identifying their priorities. Consult pupils and parents and schools will get good practical solutions to increasing access for them. Consult early and schools are more likely to get help in identifying low cost or no cost solutions.

### *Knowing where to go for support*

All schools may need to supplement and complement their own expertise. A range of different forms of support is available to most schools: supportive colleague networks, specialist advisory support, different sections of the local authority, other agencies, local and national voluntary organisations.

### **Nobody can do this on their own: these duties need a school wide response**

It needs everyone to take the lead in respect of accessibility within their area of responsibility: access to the curriculum in the hands of those with curriculum responsibilities; access to the pastoral life of the school in the hands of those with pastoral responsibilities; all overseen by the senior management team reporting to the governing body.

### *Differentiation takes time*

If differentiation is to include those pupils who are working at significantly lower levels of the National Curriculum than their peers, a significant investment of time is needed to adapt schemes of work. This work needs to be built into the school's curriculum development and its accessibility plan over time.

### *'Invest to save'*

There is a strong case for investing in curriculum and professional development. This can improve access for disabled pupils and may make more effective use of learning support.

### *The physical environment is not just about ramps and doorways*

Improvements to the physical environment are about getting into and around the school, but they are about more than that: they are about all disabled pupils being able to use all the facilities of the school. It is as much about pupils with autistic spectrum disorders being able to use recreational spaces, or improvements to the acoustic environment, as it is about getting wheelchairs up a step and through the door.

### *Share where possible*

Sharing good practice through clusters and networks can spread creative solutions. Sharing development work through clustering and networks can reduce the workload.

### *Piggy-back where possible*

Where curriculum development is planned, include access considerations; where building works are planned, include access considerations; when ordering books, equipment and materials, include access considerations; when increasing access for disabled staff or members of the public under other parts of the DDA, include access considerations for pupils.