

The Raleigh School  
Disability Equality Scheme and Accessibility Plan

Reviewed April 2015

Next Review 2018

## Introduction

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

### 1. Introductory Information:

1a: The school has set the following priorities for the development of the vision and values that inform the plan:

- The Raleigh is committed to meeting the Special Educational Needs of individual children, some of whom may also be disabled
- These children may need provision that is additional to, or different from, what is normally available in mainstream schools
- The Raleigh believes in a whole school approach to inclusion, and in line with the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010, as amended from time to time, aims to provide disabled pupils the best possible access to education
- In support of this belief, the Raleigh plans to increase over time, the accessibility in our school, for not only disabled pupils but for family, staff and the wider community.

1b: Information from pupil data and school audit

The Raleigh School has 435 pupils and more than 61 staff (January 2015). There are no children and 1 member of staff who are included under the DfE definition of having a disability (a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities).

Identification of new needs: Reception teachers meet all new reception pupils. Pupils arriving further up the school will individually meet their class teacher and wherever possible attend for an induction day prior to their arrival.

New members of staff are asked to indicate on their interview application form if they have a disability.

Accommodation: The Raleigh is a two form entry school with a PAN of 60. Reception and Year 1 are based in a separate single storey building, Walter's Wing, which has an outdoor learning area. There is wheelchair access to all parts of this building. Year 6 is housed in a single storey building, The Falcon Wing, which has wheelchair access.

Year 2 and Key Stage 2 children, bar Year 6, use the main school building, which is two storeys, has a ramped access to the front of the building and the “Green Room” and a disabled toilet downstairs. All other entrances are not accessible by wheelchair and there is no lift to the upper floor.

Curriculum: Pupils who have problems accessing the curriculum are helped to do so.

The SENCo assesses all pupils who have or may have a special need and discusses relevant action with staff. All pupils are encouraged to take an active part in all aspects of school life. Staff will receive appropriate DDA training.

1c: The school will set priorities following consultation on the plan  
The plan will be informed by

- the views and aspirations staff
- the views and aspirations of disabled children and young people themselves
- the views and aspirations of the parents of disabled pupils
- the views and aspirations of other disabled people or voluntary organisations
- the priorities of the local authority, social services, health agencies involved with disabled pupils in the school
- Leadership Team and Governors re : resources available

2. The main priorities in the school’s current Accessibility Plan:

2a: Increasing the extent to which disabled pupils can participate in the school curriculum

*Disabled pupils need access to the ‘formal’ ‘taught’ curriculum of the school, but also to activities in the interstices of the school day and beyond the school day, for example:*

- recreation;
- movement around the school;
- special events: sports days, visiting theatre groups or story-tellers;
- extra-curricular activities: breakfast clubs, after-school clubs;
- school trips.

The school has set the following overall priorities for increasing curriculum access:

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Availability of written material in alternative formats.	The school makes itself aware of the services available for converting written information into alternative formats.	If needed the school can provide written information in alternative formats.	When required.	Delivery of information to disabled pupils improved.
Training for teachers on differentiating the curriculum to meet the individual needs of a child with a disability.	To enable the teacher to understand the specific needs of a disabled child, they would welcome training on differentiating the curriculum in the most appropriate way.	Teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum.	When required.	Increase in access to the curriculum.

2b: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

*Changes to the physical environment might include:*

- improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings
- improvements to toilets, washing and changing facilities

- ❑ *changes to the layout of the playground and other common areas*
- ❑ *the provision of ramps and lifts and improvements to doorways*
- ❑ *the provision of particular furniture and equipment to improve access.*

The school has set the following priorities for physical improvements to increase access:

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from sensory support service on appropriate colour schemes and blinds.	Several classrooms are made more accessible to visually impaired children.	When required.	Physical accessibility of school increased.
School plans to improve wheelchair access to designated areas over successive financial years. The School decides which of its entrances and exits have priority, and plans to fit ramps and handrails to all of these.	Planned use of minor capital delegated resources and discuss with the LEA using Schools Access Initiative funding.	The School will improve accessibility to its premises on a phased basis linked to improvement works to facilities.	Ongoing.	Disabled accessibility of school increased.

*Funding for improvements to the physical environment of the school may come from a variety of different sources:*

- ❑ *School Access Initiative funding may be needed for major capital works. This has to be coordinated with the local authority's priorities;*
- ❑ *devolved formula capital funding can meet the costs of some of the priorities;*
- ❑ *delegated funding can be used to meet the costs of particular equipment that may need to be provided for disabled pupils;*
- ❑ *where alterations need to be made to improve access for a disabled teacher, funding may be available through the 'Access to work' programme.*

2c: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

*Information for disabled pupils - provided in writing for pupils who are not disabled - might include:*

- ❑ *handouts, timetables, worksheets, notices, information about school events.*

*Improving the delivery of information might include making information available:*

- ❑ *in Braille, in large print, in simplified language, on audio-tape, on video-tape, through sign language, using a symbol system.*

*Schools should ensure that they know how to access the relevant support services.*

The school has no priorities for providing information for disabled pupils but the following principle applies:

- where a pupil or parent has a special need for information in a different format from that usually sent out, staff will work to provide this on an individual basis

### 3. Making it happen:

#### 3a: Management, coordination and implementation

The school has set the following priorities for the management, co-ordination and implementation of the accessibility plan:

- Accessibility Plan will be reviewed every 3 years at the same time as the School Development Plan (Spring) by the relevant committee (currently Finance & Facilities) and brought to FGB
- Links to other policies established (SEN, Health and Safety, Performance Management, Asset Management)
- Questions referring to accessibility are to be included in annual questionnaires to pupils, staff and parents (Consultations to take place as described in Paragraph 1c and responses used to update the plan priorities)

### 3b: Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

The school has set the following priorities for making its plan available:

- on the school website
- LARGE PRINT version on request