



Kilburn Junior School

Disability Equality Scheme and Accessibility Action Plan 2016

The school is committed to ensuring equal treatment of all its children, employees and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less-favourably in any procedures, practices and service delivery.

We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. The achievement of children with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

- The DDA 2005 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

General Duties

We will actively seek to:

- Promote equality of opportunity between people with disabilities and other persons. Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of people with disabilities that is related to their disabilities.
- Promote positive attitudes towards people with disabilities.
- Encourage participation by people with disabilities in public life. It is also important to respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of the different disabilities that people have, even where that involves treating disabled persons more favourably than other persons.

This is also known as the Disability Equality Duty (DED) and applies to all children with disabilities, staff and those using services provided by Kilburn Junior School.

In addition to the above general duty to promote Disability Equality, Kilburn Junior School has specific duties placed on it to:

- Appraise and update the Disability Equality Scheme every two years
- Report on progress annually

Specific Duty

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life. The specific actions currently being taken include:

<p>Involvement of people with disabilities in developing the scheme</p>	<p>Kilburn Junior School will consult with children with disabilities, staff and service users in the ongoing development of the Disability Equality Scheme by:</p> <ul style="list-style-type: none"> • Writing and sharing SEND Support Plans, and co-ordinating Annual Reviews with SEN children/parents • Analysis of available school disability data • Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of children with disabilities • Meeting with parents at consultation evenings • Disability Equality scheme surveys of all members of the school community and users of school buildings.
<p>Developing a voice for children, staff and parents/carers with disabilities</p>	<p>Kilburn Junior School is developing opportunities for children with disabilities, staff and parents/carers by:</p> <ul style="list-style-type: none"> • Including children and parents/carers in review meetings • Including children and parents/carers in school questionnaires • Class teachers discussing issues regularly with children (via PHSE and SEAL project) • All staff sharing information during designated staff meeting time. • Having a cycle of agenda items at Governing Body meetings to discuss issues.
<p>Encouraging participation in public life by people with disabilities</p>	<p>Kilburn Junior School ensures that children with disabilities are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> • Collective Worship • Performances • Sports activities and competitions • School Enterprise teams • Governing body <p>Children with disabilities are included fully in normal school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.</p>
<p>Eliminating harassment and bullying</p>	<p>Kilburn Junior School has a clear policy on anti-bullying (Dealing with conflict). This policy was last reviewed in and is due for review in . Assigned staff have undertaken training and shared best practice. There are clear procedures for recording and monitoring of incidents.</p>
<p>Promoting positive attitudes towards people with disabilities</p>	<p>Kilburn Junior School promotes positive attitudes towards people with disabilities by:</p> <ul style="list-style-type: none"> • Ensuring displays and resources reflect diversity • The curriculum positively promoting difference • Teachers taking into account SEND targets and individual needs when planning lessons • Use of Outside Agencies to support staff training

	<ul style="list-style-type: none"> Using newsletters and web pages to promote policies.
<p>Removing barriers</p> <p>a) Learning</p>	<p>Kilburn Junior School removes barriers by:</p> <ul style="list-style-type: none"> Not excluding children with disabilities from school trips unless a full risk assessment indicates that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried out for chosen trip locations. Liaising with Visual Support Service to look at safety of site and access to classroom and curriculum for pupils. Having appropriate seating and desk support available to provide necessary back support/core stability where required. Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children. Ensuring children with disabilities have access to extra curricula activities. Use of small teaching bays, (some enclosed) for group/paired work. Using coloured backgrounds on Interactive Whiteboards to aid children with dyslexic type difficulties. Using coloured overlays/paper for children to use when reading text. Teachers adapting, where possible, resources and techniques to suit a wide range of learners. All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEND children. Following SATs guidelines to ensure that children with disabilities have the same opportunities as their peers. Having strong links with external partners e.g. Advisers, Autism Outreach, Behaviour Support Service, Social Service, Health Service, Speech and Language therapists, Specialist teachers for Visual and Hearing Impaired Support. Using external advisers including SSEN and Local Inclusion to support SEND meetings. Using external advisers to assist with planning of PSHE programme where appropriate Regular staff INSET on teaching children with additional needs.
<p>b) Access</p>	<p>Ensuring that all areas of the curriculum can be delivered from all classrooms. There is a disabled toilet available in the school. The main entrance of the school is on level ground and other areas are accessible by tarmac slopes. A lift inside the building enables all parts of the school to be accessible, although this will be operated by an authorised member of staff.</p> <p>Parents are not permitted to park at the school but there is a capacity for children to be dropped off or parents to park at the main entrance, by prior arrangement, if there is an accessibility need.</p> <p>Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school.</p>

	<p>Classroom arrangements and modifications to seating can be made as need arises, eg. In response to a short term disability that has arisen due to an unforeseen accident.</p>
<p>Impact Assessment</p>	<p>Kilburn Junior School will undertake Disability Equality Impact Assessments through two specific activities:</p> <ul style="list-style-type: none"> • The school will use existing procedures for reviewing the impact of provision for children with disabilities e.g. SEND/Annual Reviews, Year Reviews • External validation e.g. Parent/community surveys.
<p>The Governing Body</p>	<p>Governors meetings will be held in locations that are accessible to people with disabilities. Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website and newsletters. The School and Governors consult with parents/carers through questionnaires.</p>
<p>Data Analysis</p>	<p>We currently collect the following disability data (qualitative and quantitative)1. For all children, including those with additional needs:-</p> <ul style="list-style-type: none"> • Admission forms • The total number of children with disabilities • Home and contact details • Outcomes of lesson observations in place to ensure that there is a consistent process for monitoring all teaching. <p>2. For children with additional needs:-</p> <ul style="list-style-type: none"> • SEND Support Plan tracking/Annual Reviews • SEND Register of Needs (Kept centrally on Integris) • Integration of children with disabilities including access to the curriculum. <p>3. For staff:-</p> <ul style="list-style-type: none"> • The total number of disabled staff • Number of appointments of disabled staff
<p>Reviewing and monitoring</p>	<p>The above data is reported to a number of bodies such as:</p> <ul style="list-style-type: none"> • School Leadership Team • Governing Body • Local Authority.