



Disability Equality Scheme And Accessibility Plan 2018 -2021

Status:	STATUTORY
Responsible person:	Headteacher
Responsible Governors' Committee:	Building and Grounds
Date first approved by Governing Body:	2015
Ratified date:	September 2018
Review date:	July 2021

Signed M Neale Chair of Governors

Date 19 September 2018

Penkford School serves pupils aged 8-16 classified as having Social, Emotional and Mental Health Difficulties (SEMH)

Vision Statement

We aim to provide a supportive environment where pupils can overcome barriers to learning, develop social and emotional well-being and take positive steps towards their next stages of development as young adults. We want to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils feel safe.

Under the Equality Act 2010 schools should have an Accessibility Plan. This came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, which includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Our policies outline the school’s provision for supporting pupils with special educational needs and disabilities (SEND).

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Please refer to our *SEND Policy*, *SEN Information Report* and *School Local Offer* for more details of the provision we provide to support pupils with special educational needs on school website : www.penkford.st-helens.sch.uk

The following information will provide details of the school’s **Accessibility Plan & Equality Objectives** explaining how we ensure *equal opportunities for all, increased access to the curriculum, physical access to the school and access to information particular to pupils with SEND.*

Equal Opportunities for All

Penkford School is committed to providing equality of opportunity to the whole of the school community and all visitors to school.

Aims and objectives

- We never discriminate against anyone on the grounds of gender, racial origin, colour, religion, nationality, ethnicity, national origin or sexuality.
 - We promote the principles of fairness and justice for all through the sound educational provision on offer at our school.
 - We ensure that all pupils have equal access to the full range of opportunities and experiences that the school offers.
 - We constantly strive to challenge any forms of indirect discrimination that may create barriers to learning.
 - We ensure that all recruitment, employment, promotion and training systems are fair to all staff that work at the school and provide opportunities for everyone to achieve through Continuous Professional Development.
 - We challenge stereotyping and prejudice whenever it occurs.
 - We celebrate the cultural diversity of our community and show respect for all minority groups.
 - We recognise that prejudice and stereotyping can be caused by low self-image and ignorance, as such, through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.
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- It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have and we will ensure that racist incidents are recorded and reported to Integrated Children's Services and the police where appropriate.
 - We endeavour to make our school welcoming to all minority groups. So for example, we provide a translation service where necessary. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
 - The taught curriculum reflects the attitudes, values and respect that we have for all groups in society.

The role of governors

The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality. The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment, resources and application process provides access to people with disabilities. The governing body will, in its annual report, make reference to arrangements for disabled pupils. The governors welcome all applications to join the school, whatever background or disability a child may have, subject to the physical limitations that our school imposes that are referred to in the Disability Access Plan. The governing body ensures that no child is discriminated against whilst under our supervision on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to all pupils. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The role of the Head teacher

- It is the Head teacher's role to implement the school's equal opportunities and anti-racist policy and s/he is supported by the governing body in so doing.
- It is the Head teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The Head teacher ensures that all appointment panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities, unless the specific requirements of the post dictate otherwise (male PE staff who will supervise boys changing).
- The Head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in assembly, where respect for other people is a regular theme, and in displays shown around the school.
- The Head teacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

The role of the class teacher

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child. When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups. When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. All teachers and adult staff at school challenge any incidents of prejudice or racism. We record all serious incidents and bring them to the attention of the Head teacher. Senior Managers support the work of Learning Support staff and encourage them to intervene in a positive way against any discrimination.

Monitoring and review

It is the responsibility of the governing body at school to monitor the effectiveness of this policy. The governing body does this by requiring the Head teacher to take into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils. Fair selection procedures must be adhered to for all appointments to the school.

Information about the pupil population

Number of pupils on roll at the school:	55	Gender	Boys: 55	Girls: 0
Number of pupils with Special Educational Needs:	55		Number of pupils with Statements/EHC plans:	55
Pupils with English as an additional language (EAL):	0		Number of pupils eligible for free school meals:	32
Number of LAC:	3		Number of BREM:	

Religion and Belief	Christian	25	Hindu		Muslim		Other Religion	1	Not provided	4
	Buddhist		Jewish		Sikh		No Religion	21	Refused	1

Race: Includes colour, nationality and ethnic origins

	Boys	Girls	Total		Boys	Girls	Total
Any other Asian Background				Other Mixed Background			
Any other Black Background				Pakistani			
Bangladeshi				Not provided information			
Black – Ghanaian				Travellers of Irish Heritage			
Black – Nigerian				White – British	52		
Black – Somali				White – Irish			
Black – Caribbean				White and Asian			
Chinese				White and Black African			
Gypsy/Roma				White and Black Caribbean	2		
Indian				White and Chinese			
Information not yet obtained				White European			
Latin/South/Central American				White Other	1		
Other Black African				White Western European			
Other Ethnic Group				Yemeni			

Increase the extent to which disabled pupils can participate in the curriculum

1. The school will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers.
2. All reasonable steps will be taken to ascertain disabilities of pupils. Consultation with parents will determine strategies to support disabled pupils within school.
3. Staff will be made aware of any relevant information related to a disabled pupil. This is normally done before transfer and is an ongoing process.
4. All staff and any new appointments will be made aware of any additional needs or support for individual pupils.
5. Physical recreation is of particular importance in catering for the specific special needs of the pupils at Penkford and the site layout maximises the extent to which this can be accommodated.
6. We have a multi- use playground suitable for playing a variety of sports. This area can also be used for other activities to get maximum flexibility.
7. The external play areas are immediately adjacent to the main school and mobile classrooms allowing easy flow to take place between inside and outside.
8. The school provides activities which raise the self-esteem and aspirations of pupils, maximising opportunities for sport & recreation.
9. The school ensures that pupils who cannot engage in some particular activities have access to alternative experiences.
10. Layouts are flexible, as far as the special needs of pupils will permit.

Increase the extent to which disabled pupils can participate in the curriculum

	Target	Strategy	Timescale	Responsibility	Success Criteria
Short Term	To build upon the positive links already established with parents/carers and family members to ensure improved outcomes for all pupils.	Close liaison is maintained with parents, carers, families on a daily basis via telephone calls, text messaging, and letters home.	Ongoing	All staff Pupil and parent support officer	Positive relationships are formed between school staff and parents/carers/family members.
Medium Term	To analyse the progress of vulnerable groups and provide appropriate interventions to support underachievers.	To ensure data is recorded regularly and monitored at appropriate times	Ongoing	Deputy Head Teacher Pastoral Team Teaching Staff	Better workable system to identify underachievers and ensure early support is provided for the most vulnerable pupils.
Long Term	To maintain close liaison with outside agencies, e.g. Health and Social Care, for pupils with SEMH needs to ensure that we are able to meet the educational needs of all pupils.	Termly review meetings to address progress against EHCP targets. SENDCO liaison with SEND and Health team at the LEA to highlight required agency support e.g. mental health intervention. Team Around Penkford School (TAPS) meetings to support pupils with complex SEMH needs.	Ongoing	SLT SENDCO Pastoral Team	Decrease in the number of pupils requiring short-term personalised pathways to address emotional crisis. An increase in the number of pupils accessing extracurricular activities.

Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

1. All buildings have level access and are designed to be fully accessible to those with disabilities.
2. The school has disabled toilet on ground floor adjacent to school hall which is large enough to accommodate a toilet, washbasin and adequate handrails. The toilet is accessible for users of powered wheelchairs. The school admin office is fitted with an alarm light which is activated from inside toilet should help be required.
3. The school has a secure cabinet to hold medication for pupils. Designated staff administer medication .
4. Disabled parking bays are clearly marked and located as close as possible to the main entrance of the school building,
5. A secure designated drop off area is situated at the side of the main entrance to the school and is supervised at the start and end of the school day.
6. Pedestrian crossing areas are clearly marked at suitable points on the school site .
7. There is flat level tarmac surface and ramp access to cater for wheelchair users and those with visual impairments.
8. Appropriate external lighting levels to all pedestrian circulation routes are adequate.
9. Gates to the bottom carpark create access for a delivery area and allow for emergency vehicles to get to the rear of the school building if required.
10. A parking area for two school minibuses is located at the side of the main building.
11. The site is laid out in such a way as to avoid hidden areas and is all on ground level.
12. An external CCTV system with sensitively located cameras has been installed and aligned to avoid any invasion of privacy issues either within or adjacent to the site.
13. There are no internal level changes on any floor plate
14. All doors are wide enough for wheelchairs to pass through
15. Vision panels in doors all comply with appropriate standards
16. Main entrance doors to the school are automatic
17. Alarms have flashing lights to alert those with hearing impairments
18. Localised toilet provision is available.
19. A rise & fall oven unit has been installed in the catering vocational area of the school.

Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

	Target	Strategy	Timescale	Responsibility	Success Criteria
Short Term	Ensure that there are no heavy doors, sharp narrow turns or cluttered corridors for wheelchair users.	Regular checks of all doors and corridors to ensure disabled wheelchair users have no obstructions to access around the school buildings.	Ongoing	School Business Manager Caretaker Health & Safety Officer	All areas of the school environment will be accessible to all.
Medium Term	Improvements of whole school grounds to aid access For visually impaired	White non slip paint on front edge of all steps leading from front top gate	Ongoing	School Business Manager Caretaker	Increase safety for visually impaired people. All areas monitored and maintained.
Long Term	Ensure all areas have accessibility for motor ability wheelchair users.	Improve access to all areas during any redesign.	When any re-design or building layout changes are being undertaken	School Business Manager Head Teacher	Wheelchair users will have successful access to all areas of the school building.

Improve the availability of accessible information to disabled pupils

1. All SEND policies are published on the school website.
2. Pupils needing copies of information displayed on the interactive whiteboard will be given printed information using a dyslexia friendly font and paper colour where required.
3. Handouts and worksheets can be retained for pupils with disabilities.
4. We ensure that pupils have examination concessions such as the provision of extra time or rest time, scribes , readers.
5. We regularly inform pupils about disability and equality as part of the curriculum and during everyday activities.
6. Special equipment for literacy is provided in each classroom. Pupils have individual support packs available.
7. Access to computer technology is appropriate for pupils with disabilities.
8. Notices and information about school events are displayed on school noticeboards, the school's website and our Twitter feed page.
9. Pupils with a visual impairment will have access to enlarged font as required or facilities to enable them to enlarge work as required.
10. Staff are aware of the importance of using appropriate language when speaking to parents/carers, members of the public, or external agencies.
11. The school website and Twitter feed provide alternative ways to display current information to parents/carers (hard copy available, font size and background colour interchangeable).
12. Parents/carers with literacy difficulties are supported by dedicated pupil and parent support officer in accessing information and completing paperwork required.

Improve the availability of accessible information to disabled pupils

	Target	Strategy	Timescale	Responsibility	Success Criteria
Short Term	Make available adapted versions of written material such as handouts, timetables and textbooks for disabled pupils and those with significant low literacy levels.	Prepare age appropriate reading materials and adapt worksheets by altering printed texts, amending coloured surfaces, providing shorter sentences, and giving oral and visual information.	Ongoing	All teaching staff	Pupils will have improved access to information and be more confident completing work.
Medium Term	Make available school leaflets, newsletters and other information for parents in alternative formats.	Review all current school publications and ensure availability in different formats for those that require it.	Ongoing	Admin Staff SENCo	Delivery of school information to parents and the local community improved
Long Term	To ensure that all information on the school website/Twitter feed page is readable, kept up-to-date, relevant, and has an appropriate colour scheme for the visually impaired.	Regularly monitor information posted on the website and Twitter feed page.	Ongoing process	Data Manager SLT Link Governor	Website will provide all the necessary information in a readable format accessible for all.

Date of Policy:	September 2018
Date of Policy Review:	July 2021