

FLITWICK LOWER SCHOOL

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Disability Equality and Accessibility Action Plan

The school is committed to ensuring equal treatment of all its pupils, employees and any stakeholders involved in the school community and will ensure that people with disabilities are not treated less favorably 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 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, this policy should be read in conjunction with our school policy: Equality Policy.

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 obliged to take part in activities.
- Take steps to take account of the different disabilities that people have, even where that involves treating disabled persons more favorably 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 FLS.

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

- Appraise and update the Disability Equality 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:

Involvement	FLS will consult with children with disabilities, staff and service users in the ongoing development
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<p>of people with disabilities in developing the plan.</p>	<p>of the Disability Equality by:</p> <ul style="list-style-type: none"> • IEP and 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
<p>Developing a voice for children, staff and parents/carers with disabilities</p>	<p>FLS 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) • Use of the School council • 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>FLS ensures that children with disabilities are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> • Collective Worship • Performances • Sports activities • School council • Governing body • School Forum. <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>FLS has a clear policy on anti-bullying (Dealing with conflict). This policy was last reviewed in September 2014 and is due for review in September 2015 when specific reference will be made to bullying of people with disabilities.</p>
<p>Promoting positive attitudes towards people with disabilities</p>	<p>FLS 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 IEPs when planning lessons • Use of outside agencies to support staff training
<p>Removing</p>	<p>FLS removes barriers by:</p>



<p>barriers Learning</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. • Having appropriate seating and desk support available to provide necessary back support 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. • Should it become necessary, Braille signs for visually impaired children will be installed. • Should it become necessary, a sound loop for hearing impaired children will be installed • Using coloured paper to aid children with dyslexic type difficulties. • 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 SEN 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, Behaviour Support Service, Social Service, Health Service, Speech and Language therapists, Specialist teachers. • Using external advisers to support IEP meetings. • Using external advisers to assist with planning of PSHE programme where appropriate • Regular staff INSET on teaching children with additional needs.
<p>Access</p>	<p>Ensuring that all areas of the curriculum can be delivered from all classrooms. There is a disabled toilet and a disabled wet room available in the school.</p> <p>There is a ramp leading up to the main entrance of the school enabling all parts of the school to be accessible.</p> <p>Parents are not permitted to park at the school but there are disability parking spaces available within the school car park 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>Impact Assessment</p>	<p>FLS undertakes Disability Equality Impact Assessments by:</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. IEP/Annual Reviews, Year Reviews.
<p>The Governing Body</p>	<p>Governors meetings will be held in locations that are accessible to people with disabilities when the need arises. Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website and newsletters.</p>



	The School and Governors consult with parents/carers through questionnaires.
What disability data is currently collected	<p>FLS currently collects the following disability data (qualitative and quantitative)</p> <p>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 • Data form • 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"> • SEN IEP/Annual Reviews • SEN Register • 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
Reviewing and monitoring	<p>The above data is reported to a number of bodies such as:</p> <ul style="list-style-type: none"> • Governing body • School Leadership Team • Local Authority.

Plan Ratified by Governors	
Last Review Date	March 2015
Next Review Date	March 2017
Signed	

