

# GROVE

## **DISABILITY EQUALITY SCHEME**

**2010 – 2013**

First draft March, 2007 SM JE

Amended July 2008

Amended May 2010

Signed.....  
Headteacher

Signed.....  
Chair of Governing Body

Date.....

Review Date: May 2013

## **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 students, under part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students strategically over time

This plan sets out the proposals of the Governing Body of Grove School to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery to disabled students of information which is provided in writing for students 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 recent Equality Bill became an Act just before Parliament was dissolved in May 2010. The Equality Act consolidates and builds on legislation covering discrimination and promotion of equal opportunities. As advice is given to schools this policy will be reviewed. Our current policy continues to meet requirements.

## **1A: The purpose and direction of the school's plan Vision and Values**

Principal aim of Grove

Grove School is a learning community within the wider community of Market Drayton and surrounding areas. Working with a common purpose and through a climate of continuous improvement and development, we aim to encourage everyone in Grove to benefit from educational opportunities and appreciate the rewards of life long learning.

A fundamental principle is for all students to have equal opportunities to access a broad and balanced curriculum that takes account of individual needs.

The Governors and staff of Grove believe:

- In equal opportunities and strive to meet the physical, emotional and intellectual needs of all our students
- That students with disabilities should be fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development
- That all students should contribute to the moral, social and cultural activities of the school
- That our employees have the right not to be treated less favourably because of a disability
- That members of the wider community to whom we provide a service have the right not to be treated less favourably because of a disability
- We should make reasonable adjustments to ensure these rights are upheld

This means in regard to the school's core function of providing education for its students we believe we need to:

- Set suitable learning challenges
- Respond to students' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals or groups of students (Inclusion Statement in National Curriculum 2000)
- Eliminate harassment and promote positive attitudes to disability.

With regard to the wider curriculum, we believe we need to:

- Make reasonable adjustments to ensure access to all physical areas of the school
- Make reasonable adjustments to ensure access to recreation
- Make reasonable adjustments to ensure access to educational visits, trips, extra curricular activities and special events
- Promote equality of participation

With regard to staff we believe we need to:

- Eliminate harassment and promote positive attitudes to disability
- Make reasonable adjustments to enable access to work
- Make reasonable adjustments to ensure access to all physical areas of the school
- Promote equality of participation

With regard to other users of the school, we believe we need to:

- Make reasonable adjustments to ensure physical access to public areas of the school and the staff
- Ensure all information generated by the school is available in formats appropriate to those with a disability
- Promote equality of participation
- Eliminate harassment and promote positive attitudes to disability

Note

A disabled person is defined as someone who 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.

(Disability Discrimination Act 2001)

Physical or mental impairment includes sensory impairments and also hidden impairments.

Substantial means more than minor or trivial.

Long term means has lasted or is likely to last more than 12 months.

Day to day activities mean living and learning.

This plan has regard to the Disability Discrimination Acts, 1995, 2001 and 2005, the SEN Code of Practice 2001, the Inclusion Statement in the National Curriculum 2000 and the document Every Child Matters 2003.

## **1B: Information from student data and school audit**

Grove has been built and added to over time, there are single storey areas and in some parts of the building two and three storey areas, with stairs the only form of access.

Post 16 students have a base in Grove House which is a listed building, this would present difficulties for anyone requiring wheelchair access.

Some areas of the curriculum present physical challenges, for example some Science and ICT rooms are on upper floors. However, full access to the curriculum could be provided with some reasonable adjustment to rooming.

Existing facilities to assist access to the school by students with disabilities include; ramp access to the main block from 3 points (D and C block are on ground level), ramp access to main reception with electronically operated doors, Braille signs and disabled toilets in 2 areas.

The school has a broad and balanced curriculum that reflects disability issues.

Disabled students participate in extra-curricular activities and school visits.

School transfer between primary and secondary is well structured. Early meetings between primary colleagues, students, parents/carers, appropriate staff from Grove and external agencies are arranged prior to joining the school for any student with a disability.

All school policies and procedures, written and unwritten are designed and implemented to support the inclusive ethos of the school.

### **Assessment of school population.**

Parents are requested annually to complete a proforma regarding disability/medical issues. This data is held on the school database.

The school maintains a detailed database of all students with SEN at School Action, School Action Plus or with a Statement of SEN. These will be included if they relate to the following impairments. Students may have one of these impairments and not be on the register. Impairments include:

- Mobility
- Dexterity and coordination
- Epilepsy
- Diabetes
- Asthma
- ME
- Speech and language and communication
- Cystic fibrosis
- Tourettes Syndrome
- Degenerative conditions
- Cancer
- HIV
- Mental health problems.
- Sensory impairments, visual and hearing

There are also hidden disabilities such as:

ASD/Aspergers

Dyslexia

ADHD

BESD

Evidence relating to the performance of all students can be extracted from:

- Attendance data
- Examination results
- Accredited learning data
- End of key stage outcomes
- Achievement in extra curricular activities
- Broader outcomes such as those set out in Every Child Matters
- SEF
- SIDP

### **Audit of areas for development**

Annually an audit of current needs will be undertaken by the School Leadership Team based on information received from parents, staff and feeder schools. Any unforeseen needs will be assessed as and when they occur.

Forward planning on a rolling 3 year cycle will be implemented through close liaison with our feeder primaries to identify students with disabilities particularly when these would require some physical adjustment to the school building.

All staff will be briefed appropriately regarding students with disabilities. CPD with regard to specific disabilities will form part of staff training. Training needs may also be identified through Performance Management reviews, lesson observations, student voice, parents' questionnaires and monitoring of IEPs and Annual Reviews.

The SEN Self Evaluation and School Single Integrated Development Plan (SIDP) will reflect issues as appropriate.

The SLT and Link Governors will audit school policies to ensure accessibility is included and there is compliance with the Act.

### **1C: Views of those consulted during the development of the plan**

The plan is a reflection of an ongoing process of evaluation and consultation with a wide audience including the LA, Governors, parents/carers, students and members of the wider community.

The following methods of consultation have been identified:

- Students, through School Council and as individuals where appropriate
- Parents/Carers through questionnaires, interviews and parents evenings
- The Annual Review of SEN Statements and IEP Reviews
- Team Around the Child (TAC) and other planning meetings
- Advice of therapists and other health professionals
- Primary transfer meetings and forms
- Community groups involvement
- An 'open door' policy towards parental consultation

- The school makes a number of reasonable adjustments in line with the DDA, where such needs are made known.

The main areas for development are in ascertaining the needs of students, staff and parents/carers and providing for needs that have not been previously identified.

## **2A: Increasing the extent to which disabled students can participate in the school curriculum**

At Grove we are aware of how the reasonable adjustments and the planning duties work together to improve access to the curriculum for disabled students. The distinctive requirements of the planning duties show how, over time, the curriculum will become more accessible. Individual student needs will be considered during the curriculum review process and plans can build on this by:

- Adding individual adjustment into future plans so that there is a gradual incorporation of adjustments into the curriculum
- Building accessibility considerations into all new curriculum development work
- Developing a planned approach to increasing access to different areas of the curriculum over the three year life of the plan
- Adapting curriculum to meet individual needs

Grove will continue to improve disabled students' access to the curriculum to ensure equality and access to high quality teaching and learning for all. Subject Leaders have a key role in curriculum development and consider all students' needs as part of the process.

Current provision:

- Curriculum personalised, resourced and supported to meet individual learner's needs
- Allocation of time-out cards for specific difficulties
- Provision of interactive white boards or projectors in classrooms
- Improved access and increased numbers of computers
- Individual student information given to all staff
- Information and advice given to staff in briefings and meetings
- School nurse on site to deal with medical needs
- Provision of a student mentor to assist transition (usually to Yr 7)

- Provision of a Grove Connex Mentor in agreement with student and parent/carer

For areas of further development identified as a result of the current audit please see Accessibility Plan attached.

## **2B: Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services**

Grove will make planned improvements to the physical environment to increase access for disabled students. This means, within the classroom or around the school, within and beyond the school day.

Current provision:

- Quiet areas to improve access for students with Autistic Spectrum Disorder (ASD).
- Disabled toilet facilities in 2 areas
- Ramped access into the main building from 3 points
- Ramped access to reception and electronically operated doors
- Disabled parking
- Braille signage
- Internal hearing loop is available
- New Food Technology rooms have disabled workstation included (wheelchair use)
- The whole school site, including outside recreation areas and driveways has been assessed in accordance with DDA guidelines and any new work will comply with the DDA.

We are currently able to meet the needs of all students on roll. There is a clear system of early identification of student transfer that should allow sufficient time to make any necessary adjustments seeking advice from all relevant stakeholders.

### **Maintenance, redecoration and routine repairs**

In all of these works there are accessibility considerations and it is important that such considerations are built in, at an early stage, to each of the different pieces of work undertaken at the school. This may be planned building development work, refurbishments and redecoration.

### **Other duties**

In addition to their duties towards students, schools also have duties under Part 3 of the DDA towards non-educational users. This has particular implications for Parent Teacher Association meetings, lettings, school socials and Governors' events.

### **Co-ordination with the local authority**

The improvement of the physical environment of Grove requires co-ordination with the local authority's accessibility strategy, especially for a major project needing Schools Access Initiative funding. Grove School will then have to fit in with a combination of the local authority's priorities and expressions of parental preference. A joint approach will establish a high standard for accessibility.

For areas of further development identified as a result of the current audit please see Accessibility Plan attached.

### **2C: Improving the delivery to disabled students of information that is provided in writing for students who are not disabled**

- Grove provides information regarding the inclusion of all students incorporated into the school brochure and on the school website. Other forms of this information will be made available on request.
- Individual needs are addressed in terms of curriculum and timetabling, so that needs are matched and met. This may include; withdrawal from sessions to meet specific learning needs or provision of therapies. Any Special Arrangements needed for examinations will also be requested and appropriate reports prepared.
- The range and variety of adjustments required will be agreed in consultation with students, parents/carers and any external agencies offering support.

For areas of further development identified as a result of the current audit please see Accessibility Plan attached.

### **3A Management, co-ordination and implementation**

#### **Management process**

Responsibility for the school's Accessibility Plan lies with the Headteacher and Governing Body. However, improving access for disabled students requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility.

- Grove will ensure all new and existing staff (support and teaching) will have access to staff development in order to be aware of the DDA and the impact it has on their duties
- Secure the commitment of all staff and consistently work towards removing barriers and increasing access
- Access support from within and beyond school
- Focus training on specific groups of students or staff
- Share good practice and access practice from other schools

Input into the Accessibility Plan will be from SLT, SENCO, (specific advice from external agencies for individual requirements), Site Manager, Business Manager and representatives from the Governing Body. Advice from the LA will also be sought. These members will review the plan annually and report to the Governing Body and parents.

#### **The Governing Body and oversight of the School Accessibility Plan**

Grove School Governors have key responsibilities for the School's Accessibility Plan.

- They share the school's vision and values for disabled students
- Will oversee the School Accessibility Plan and set a clear direction for it
- Will assure itself that the plan is being implemented and that it is making a difference through the annual report from the Headteacher
- Will review and revise plans as necessary in accordance with student entry
- Use a variety of evidence to evaluate the plan

## **Coordination**

Grove will provide an Accessibility Plan separately as an appendix to the SIDP in the first instance in order to:

- Provide a clear focus on disabled pupils
- To be able to provide copies on request from parents, Ofsted, and the local authority.

The School Accessibility Plan is a stand-alone document but should be used alongside other key documents e.g. SEN Policy, Inclusions Policies and Health and Safety.

## **Implementation**

The main vehicle for continued implementation will be through termly meetings with SLT, SENCO, Site Manager, Business Manager and representatives from the Governing Body. This group will review progress.

The Assistant Headteacher responsible for Inclusion will work with other members of the SLT to plan for the arrival of students with disabilities. In the event that this arrival is a mid- year admission request or the student has a disability whose needs can not be met under the usual arrangements, the Assistant Headteacher will take immediate action to try and resolve the issue.

In the event that reasonable adjustments can not be made without additional funding discussions will be held with the LA and advice sought.

Overall progress will be reported to the Governing Body annually.

The entire Plan will be reviewed every three years.

## **Evaluation of the plan**

Evaluation of the plan will be determined by:

- Increased confidence of all school staff in managing the needs of disabled students
- Reported students and parental satisfaction
- Improved outcomes for disabled students
- Full access to a broad and balanced curriculum that allows students to work at different levels in different areas of the curriculum and inclusion into whole school life
- Efficient co-ordination and systems to work with multi-agency teams (visual/hearing, EP, medical)

### **3B Availability of Plan**

The plan will be available:

- On the school website
- On request to any parent, student, prospective student, Governor or other interested party
- To the LA.

All school staff will have access to the plan on the network and hard copies will be kept in designated areas.

A summary of the aims and principles will be included in:

- The school brochure
- Information sent to feeder schools

Alternative formats will be provided on request.

