



BURTON GREEN PRIMARY SCHOOL
DISABILITY IMPLEMENTATION PLAN
Period covered by the plan: 2017-2020

1. INTRODUCTION

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 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 scheme 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 of information to pupils who may have difficulty in accessing written language.

It is a requirement that the schools accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The Accessibility Plan shows how the school will address the priorities.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability;
- eliminate discrimination;
- promote equality of opportunity between disabled people and other people;
- promote positive attitudes towards disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school.

1A: Vision and Values

Burton Green is a Church of England Primary School. This policy is set within the Christian ethos and values of the school.

- Within a Christian framework at Burton Green we aim to challenge and support all pupils to develop their talents and achieve their potential and develop a desire for lifelong learning. All individuals are valued irrespective of race, gender, culture or faith.
- At Burton Green we aim to provide effective teaching and stimulating learning experiences across a broad and balanced curriculum, within a happy, caring, safe environment which respects the individuality of each child, promotes and provides a healthy and active lifestyle.
- We aim to enable each child to develop the personal and social skills necessary for them to become responsible, active participants in their community through partnerships with home, our Parish Church, the local neighbourhood and the wider community.

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best that they can be.

- Value yourself as a unique, special, talented person by always trying to do the best in whatever you do;
- Value each other by treating everyone with care and respect through listening to people's opinions, talking politely and treating everybody in the way we hope they will treat us;
- Value our school by caring for our school building and outdoor environment, and the resources we share.

We are therefore equally ambitious for our disabled pupils and staff. Our response to the needs of our disabled pupils and those with specific learning needs is a vital part of personalised learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

1B: Information from data and analysis of need

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

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'substantial'* means *'more than minor or trivial'*. *'Long-term'* means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Attainment on entry to Burton Green Primary School is representative of a range of different learning needs but is generally inline with national and local authority averages. Currently 0% of the pupils have an Education, Health Care Plan. 17.1 % are placed on the schools Special Educational Needs and Disabilities Register. Following an audit of needs we have concluded that approximately 3 % of our pupils would meet the above disability definition and 0% staff. We have several parents, siblings and grandparents who would also meet the criteria.

The governors, Head Teacher and all staff have a strong commitment to inclusion and equality of opportunity and proactively strive to create a whole school learning environment that is easily accessible to current pupils and adults and those who may be admitted in the future.

Staff at the school has undertaken the following training:

SENCO ongoing CPD	SENCO
Vulnerable Learner Services	1 teacher
Social Stories	All Teaching Assistants
Circle of Friends	All staff
Downs Syndrome	3 teachers, 3 Teaching Assistants
CAF training	Senior Leadership Team
First Aid including paediatric first aid	3 teachers, 4 Teaching Assistants, 2MDS, 1 administrator
Epipen	all staff
Diabetes	Deputy Head, 2 teachers, 2 Teaching Assistants
Language and Communication CPD from external partners	1 Teaching Assistant
Communicate and Print	all staff
Numicon	all staff
Team Teach	3 teachers, 3 teaching Assistants
Nurture group	1 Teaching Assistant
Autism- sensory training	SENCO, 1 Teaching Assistant

We recognise the need to ensure training is repeated for new members of staff and that training needs may change with the needs of the children admitted to school, or when children develop conditions during their time in school.

Over the last two years the attendance of pupils with disabilities has been at least commensurate with the school average. No pupil with a disability has been excluded in that same period.

The school has had an Accessibility Plan since 2003 and since that date the school have completed the following work:

- Building of a school hall that is fully accessible to all pupils and adults and includes disabled toilet provision.
- Building of an early year's unit that is fully accessible to all pupils and adults and which includes toilet facilities. It has direct access to an outside play area that is on one level and can be used by wheel chair users.
- Complete alteration to main access to the school site and which includes disabled ramp access to all front of school entrances.
- Refurbishment of playground area to address health and safety concerns for all children including those with disabilities. Improvement in size, surface and access to sporting opportunities for all children.
- implemented visual timetables to make the environment communication friendly;
- enlarged early years classroom to improve wheelchair mobility;
- purchased ICT equipment including ipads to support learning for all children.

The Accessibility Plan details further planned improvements.

School visits are planned on the basis that all pupils are included and reasonable adaptations made, including additional staff participation.

Staff from 'Burton Green Bonus' our Before and After School Club are included in our training. Activities are planned on the basis that any pupil in school will be able to access the club if their parents and carers need to make use of the service. Where necessary our SENCO and the Head Teacher provide advice and support on how to meet the needs of these children.

Using RAISEonline and lesson observations by senior staff, we track and analyse the achievement of all our pupils. Through this analysis we have identified the following issues for our pupils with disabilities:

- Private space for individual therapies e.g. occupational / sensory therapy, physical therapy, planned movement breaks;
- Teachers and TAs continue to need more time to plan together, particularly to identify next steps and more focused target setting for individual pupils and develop use of pre teaching to enable greater inclusion in plenary /whole class sessions;
- Managing a wide range of complex needs that require specialist training and the availability of training at appropriate times;
- Balance of support and independence when children require high levels of support to function particularly as they move through Key Stage 2.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria.

The following policies have been reviewed to consider their impact on pupils, staff and parents with disabilities and the following actions agreed:

- Anti-Bullying
- Behaviour and Discipline
- Medical Conditions
- Healthcare Plans to be reviewed with the School Health Adviser and other professionals as required.

1C: Views of those consulted during the development of the Scheme

The priorities and actions highlighted in this Scheme have been informed by:

- discussions with parents;
- consultation with School Council;
- discussions with staff;
- consultation with the school Educational Psychologist and support service colleagues e.g. Integrated Disability Service and the Early Intervention Service.

2.A Increasing the extent to which disabled pupil can participate in the school curriculum

The school is committed to incorporating 'Quality First Teaching' principles in all lesson planning.

The learning environment is resourced to provide visual support in each classroom and for individuals, distraction free areas in each classroom and differentiated materials within the resourcing of each classroom and the wider school environment.

The school's SENCO is a member of the Senior Leadership team and attends regular SENCo training. She works with our federated school's SENCO who has completed the Postgraduate certificate in Special Educational Needs. The SENCO and coordinates the provision of support for individual children and groups of children. She:

- works with external agencies to ensure appropriate and timely assessments are completed, provision planned and implemented;
- evaluates the effectiveness of interventions;
- samples lesson planning and intervention timetables, looking specifically at target groups of children (including those with disabilities) and reviews assessment for learning;
- monitors the appropriateness of pupil groupings;
- monitors the deployment of Teaching Assistants and carries out their performance management.

The governors are fully committed to funding such provision as it arises, and would welcome children with disabilities to extend the diversity of the school.

The PSHE Co-ordinator will continue to review how well we are developing awareness of disability through the PSHE curriculum, the assembly programmes and through visiting speakers. In previous years we have supported charity work such as Comic Relief, Diabetes UK and Children in Need.

2.B Improving the physical environment for the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services.

See Accessibility Plan

2C Improving the delivery of information that is provided in writing to those who may have difficulty in accessing written information

See Accessibility Plan

Parents, carers and members of the community are encouraged to access school documents via email so that they can enlarge documents to the size they need or use their own software to access information. Much of the information that parents and carers may need is also available on our website, which enables people to use their own software to access it effectively. Parents are encouraged to feedback on communication systems through the annual survey.

The school regularly revisits 'Communication Friendly Environments' training to share effective practice and ensure all staff is utilising principles in their classrooms and when designing resources.

In addition various improvements are included in the Accessibility Action Plan in relation to improving signage (emergency procedures, internet safety, school rules, health and safety etc.)

We need to ensure that all classrooms have photos of staff on the door and Widgit Symbols to indicate room function.

3. Making it Happen

3A: Management, coordination and implementation

This scheme will be reviewed annually by the Senior Leadership Team and Resources Committee.

3B: Getting hold of the Scheme

The Scheme is available in the following ways:

- The Scheme is available on the school website.
- A copy can be requested from the School Office or alternatively can be emailed to you.

Reviewed: March 2017

Next review: March 2020

