



Loughton School

**Disability Equality Scheme (DES),
Accessibility Policy and
Accessibility Plan 2022**

Statement of intent

Loughton School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Disability Equality Scheme

At Loughton, we are proud that we have the opportunities to:

- Experience a full and varied curriculum;
- Take part in a wide range of extra-curricular activities;
- Represent the school at outside events and in the media;
- Take part in local, national and international competitions.
- Be inspired by the success of present and past members of the school community;
- Be aware of our individual strengths and achievements;
- Set and meet our own future challenges, with support;
- Enjoy an active and healthy lifestyle;
- Enjoy a comfortable, attractive and well-resourced environment;
- Work, learn and play in a supportive setting;
- Apply our learning successfully in a wide variety of situations;
- Plan, lead and work together on exciting projects and initiatives.

Loughton School is committed to the inclusive principles of the Equality Act 2010 and the proactive supporting of disabled people within the school community in order that they can achieve their full potential.

The school welcomes the statutory duties of the Equality Act 2010 detailed below:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school;
- Eliminate harassment and discrimination of disabled persons that is related to their disabilities;
- Promote positive attitudes towards disabled persons and foster good relationships;
- Encourage participation by disabled persons in public life;
- Take steps to meet disabled people's needs which may require reasonable adjustments, including the provision of auxiliary aids and services or disabled children, to prevent them being put at a substantial disadvantage. (Special Educational Needs and Disability Code of Practice: 0 to 25 years page 93, Equality and Inclusion 6.8)

This scheme incorporates the statutory Accessibility Plan and links to the Inclusion Policy.

The school subscribes to the broader definition of disability contained in the Equality Act 2010. This includes all pupils with Education and Health Care plans, statements and members of the school community with serious medical conditions.

Section A: The Definition

Main elements of the definition of disability, **as quoted directly from the Equality Act 2010 Guidance (page 7):**

A1. **The Act defines** a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (**S6(1)**).

A2. This means that, in general:

- the person must have an impairment that is either physical or mental (**see paragraphs A3 to A8**);
- the impairment must have adverse effects which are substantial (**see Section B**);
- the substantial adverse effects must be long-term (**see Section C**); and
- the long-term substantial adverse effects must be effects on normal day-to-day activities (**see Section D**).

This definition is subject to the provisions in **Schedule 1 (Sch1)**.

All of the factors above must be considered when determining whether a person is disabled.

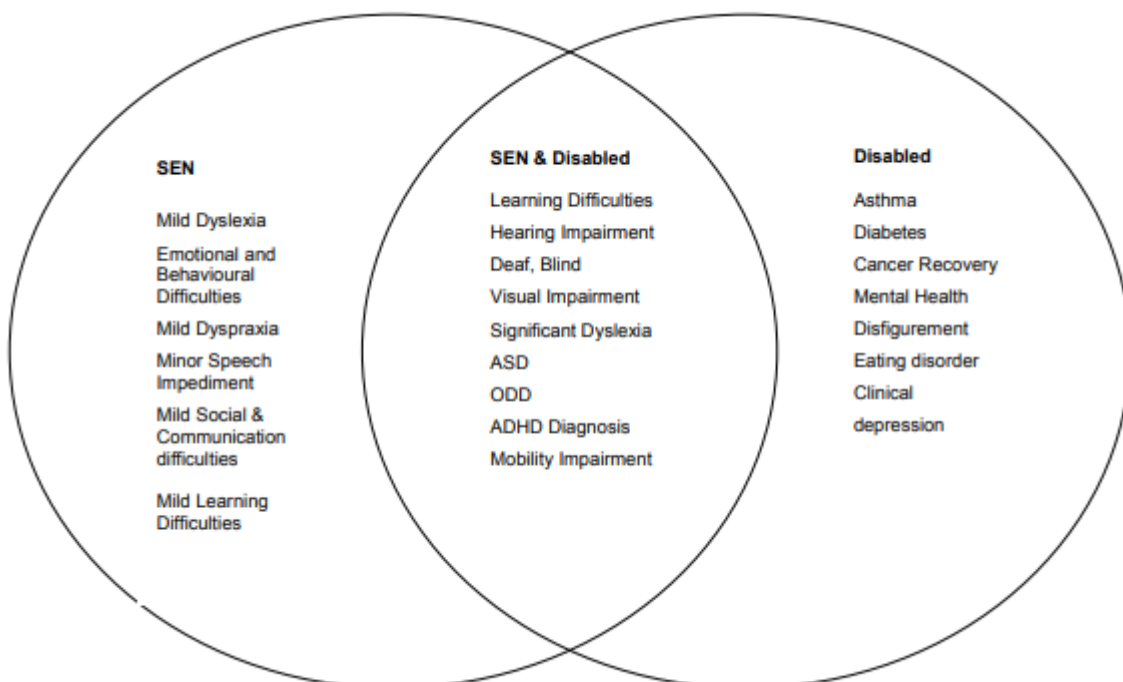
Reference

Office for Disability Issues, HM Government (2010) *Equality 2010 Guidance - Guidance on matters to be taken into account in determining questions relating to the definition of disability*. Crown: London [access at <https://www.gov.uk/government/publications/equality-act-guidance>]

The school's SEND and Medical registers will be used to identify students who meet the broadened criteria of disability using the following broad areas of need:

- Communication and Interaction,
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs.

Personnel records will provide the same information about staff.



Key Features of the Disability Equality Scheme

1. The involvement of disabled students, staff and parents

The first phase of implementing Loughton's DES is to consult with disabled staff, children and parents in order to ascertain the strengths of our current provision and identify priorities for development (see Action Plan).

It is the school's intention, wherever possible, to continue engaging disabled people in the reviewing, planning and development of provision for disabled through the Governors committee 'Teaching and Learning' and to monitor the implementation of the DES.

2. Information gathering

The school will continue to include the monitoring of disabled pupils' academic progress as part of its ARR policies and will respond with appropriate intervention strategies if they are needed.

The social development of disabled pupils will be monitored by the Inclusion Team. Any perceived inequalities will be addressed accordingly.

In addition, the school will improve the quality of the information it currently holds and provides about disabled pupils, staff and parents so that any necessary adjustments can be made. This information will provide an accurate profile of the disabled members of the school community and their participation across all aspects of school life so that they can be supported in achieving their full potential.

3. Impact Assessment

The school will annually review the impact of its DES upon disabled pupils including the tracking of academic and social development above with appropriate consultation with disabled members of the school community. This process will include SLT and the Teaching and Learning group and findings will be incorporated into the reviewed action plan and whole school development plan. This information will be reported back to the 'Teaching and Learning' committee

Evidence that could be used to evaluate this are:

- Individual Targets set for the children/SEND support plans
- Education, Health and Care Plans (EHCPs)
- The use of 'The Sanctuary'
- Report for SEND Team in school (Teacher in charge of SEND, SENDCo & Pastoral Team)
- The entry admission data

Removing Barriers	See Accessibility Plan			
Harassment and Bullying	Eliminate all harassment of disabled people that relates to their disability	Anti-bullying policy/ School Behaviour Policy Equality duty SLT	On-going On-going	Respect and understanding towards disabled people across all areas of the school community Increased awareness and ability to deal with disability – related harassment
Disabled Staff	Adjustments as necessary will be made to allow disabled staff to pursue employment All job applicants will be treated equally Keep confidential records of staff disclosures regarding disability	Head Head Head	On-going	Accurate and confidential records allow adjustments to be made and provide equality of opportunity within the application process Necessary support and adjustments made where possible for staff
Governance	The school will welcome disabled representation on the Governing body The annual review of the DES by the 'T & L' committee	Governors	Annually in the Summer Term	DES evaluation and priorities for development are shared with governors

Accessibility Policy

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1. Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities. In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

2. Roles and responsibilities

The governing board will be responsible for:

- Monitoring the Accessibility Plan.
- Approving the Accessibility Plan before it is implemented.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SEND team will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin, in line with the Administering Medication Policy.

3. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as either a freestanding document or as part of another document, such as the School Development Plan.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in May 2025. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SEND team every year.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

Annex A: Identifying Barriers to Access

Annex B: Access Plan

4. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

5. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

6. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The year manager and SEND team will work together to adapt a pupil's SEND support plan/EHCP, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

Specialist resources are available for pupils with visual impairments, such as large print reading books. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

7. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for nappy changing.

Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired.

8. Monitoring and review

This policy will be reviewed on a three-year basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SEND team.

Equality impact assessments will be undertaken as and when school policies are reviewed.

ANNEX A

Loughton School Identifying Barriers to Access

Section 1: How does Loughton deliver the curriculum?

Question	In Place?	Notes
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	Yes, delegated to SEND team
Are your classrooms optimally organised for disabled pupils?	✓	Classroom will be organised to meet needs and school liaise with external agencies for support
Do lessons provide opportunities for all pupils to achieve?	✓	Yes, we monitor this through observation of lessons, books and data.
Are lessons responsive to pupil diversity?	✓	Yes, we monitor this through observation of lessons, books and data.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	Yes, we monitor this through observation of lessons, books and data.
Are all pupils encouraged to take part in music, drama and physical activities?	✓	Yes, the school takes particular pride in its teaching of the wider curriculum.
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	Yes, we monitor this through observation of lessons, books and data.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	Yes, extra time is planned in for pupils and staff.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	Yes, the curriculum is differentiated for pupils who cannot access it.
Do you provide access to computer technology appropriate for students with disabilities?	✓	Yes, the school has a wide variety of devices to assist appropriate pupils.
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	Yes, all pupils can attend all trips within their year group.
Are there high expectations of all pupils?	✓	Yes, we monitor this

		through observation of lessons, books and data.
Do staff seek to remove all barriers to learning and participation?	✓	Yes, we monitor this through observation of lessons, books and data.

Identifying Barriers to Access (Cont'd)

Section 2: Is Loughton designed to meet the needs of all pupils?

Question	In Place?	Notes
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	X	Not all classes have wheelchair access to outside. One area requires a ramp. To be reviewed annually or if we take in a pupil who needs access.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	Yes. Staff are aware of accessibility for wheelchairs/frames for physical support
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	X	Fire/evacuation alarm has no visual signal. 1:1 LSA's support the children they work with when this happens
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓	Pictorial signs in some areas.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓	No, we cater very carefully for our ASD pupils.
Are areas to which pupils should have access well lit?	✓	Yes
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	Yes

Section 3: How does Loughton deliver materials in other formats?

Question	In Place?	Notes
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓	Yes
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	Yes, as required.

Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities	✓	Training provided by Visual Impairment and IT specialist teaching team as required.

ANNEX B

Access Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with new parents to review intake for Sept 2022	To identify pupils who may need additional to or different provision for Sept 2022 intake.	June/July 2022	SEND team	Procedures/equipment/ ideas set in place by Sept 2022
	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing	HT Governing Board. SEND Team	All policies clearly reflect inclusive practice and procedure.
	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. children with severe asthma or epilepsy.	To ensure collaboration between all key personnel.	Ongoing	HT SEND team Medical LSA Outside agencies	Clear collaborative working approach.
	Raise attainment and narrow any gaps in attainment that may exist.	Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents.	Termly	SLT SEND team Teacher Parents	Progress made towards SEND targets. Assessment shows clear steps and progress made.

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To finely review attainment of all SEND pupils.	SEND team Class Teacher meetings/Pupil Progress. Scrutiny of assessment system.	Termly	Class Teachers SEND team Assistant Head (academic)	Progress made towards SEND targets. Outside agencies supporting pupils where required.

		Regular liaison with parents.			
	Opportunities for children to see positive role models with disabilities.	Visitors into school. Continued purchase of materials which portray positive images of people with disabilities.	Ongoing	SLT Teachers SEND team	Resources are easily visible. Planning shows consideration of possible visitors to school. Positive attitudes towards those with disabilities and towards principles of inclusion.

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To evaluate and review the above short and long-term targets annually.	See above.	Annually	SLT Governors	All children making good progress.
	To deliver findings to the Governing Board.	T & L Committee	Regularly SEND Governor & SEND team meetings	SEND team / SEN Governor	Governors fully informed about SEND provision and progress.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes and more accessible facilities and fittings.	Ongoing	SLT Site Manager SEND team	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas. Outside area is inviting and stimulating	Ongoing	Teaching and non-teaching staff Site Manager and HT	Lively and inviting environment main trained.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Constantly reviewed	HT SEND team Medical LSA	Medical needs are met
	Ensuring disabled parents have every opportunity to be involved.	Utilise disabled parking spaces for disabled parents to drop off and collect children. Offer a telephone call to	Constantly reviewed	Site manager Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in

		<p>explain letters home for some parents who need this.</p> <p>Adopt a more proactive approach to identify the access requirements of disabled parents</p>			their child's education.
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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	Pupils with medical needs are fully supported.	Review Managing Medicines Policy.	2018-2021	HT SEND team Medical LSA School Nurse	Reviewed policy is approved and in place.
	All educational visits to be accessible to all.	Through planning, including advance visits to ensure each new venue is vetted for appropriateness.	As required	Trip Leader SLT SEND team Medical LSA Inclusion Governor	Risk Assessment completed. All pupils in school able to access all education visits and take part in a range of activities. Risk Assessments are submitted to Governors.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Continue to develop playgrounds and facilities.	Look for funding opportunities.	Ongoing	Whole school approach	Inclusive child-friendly play areas
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages/letters/text.	Ongoing	Site manager SLT	No accidents.
	Pupils with medical needs are fully supported.	Provide training in use of Epi-Pen (when there is a child in school for whom this is relevant), administering medicines	Annually	SEND Team Medical LSA	100% of employees are first aid trained.

		and use of asthma inhalers.			
	Accessibility to the building caters for wheelchair users / users of walking frames to exit via the classroom exits.	Look for funding opportunities.	Ongoing	Site manager SLT	All children can gain smooth access to building
	Emergency and evacuation systems are fitted with a visual component	Look for funding opportunities.	Ongoing	Site manager SLT	The school will have visual signal to enable hearing impaired children to be made aware of fire/evacuation alarm. Physical accessibility of school increased.

Aim 3: To improve the delivery of information to disabled pupils and parents

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure all children with a disability, including those who have a visual impairment, ASD, or epilepsy have access to the curriculum.	Regular parental communication. First Quality Teaching strategies SEND support plans/EHCP	Ongoing	All staff to be aware	All children, regardless of a disability, will be able to access curriculum. Barriers to learning have been significantly reduced and where possible removed, for children with a disability, to create a low arousal but friendly, accessible and inviting working environment.

MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities.	Information collected about new children: <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings. • SEND support plans • Annual EHCP reviews • Medical forms updated annually for all children. • Personal care plans. • Significant health problems – children's photos displayed on staffroom notice board/info kept in separate file in staffroom. 	Annually	SEND team Class teachers Outside agencies SLT. Medical LSA Pupil Admin Manager	Each teacher/staff member aware of disabilities of children in their classes. SEND team promotes positive awareness of disabilities e.g. Down Syndrome Awareness Day, Autism Awareness Week.

LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/protected)	Record keeping system to be reviewed.	Continual review and improvement.	DHT Office staff	Effective communication of information about disabilities throughout school.