

Loughton School

Disability Equality Scheme (DES) and Accessibility Plan 2019

The Loughton School Experience:

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 students with Education Health Care plans and 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.

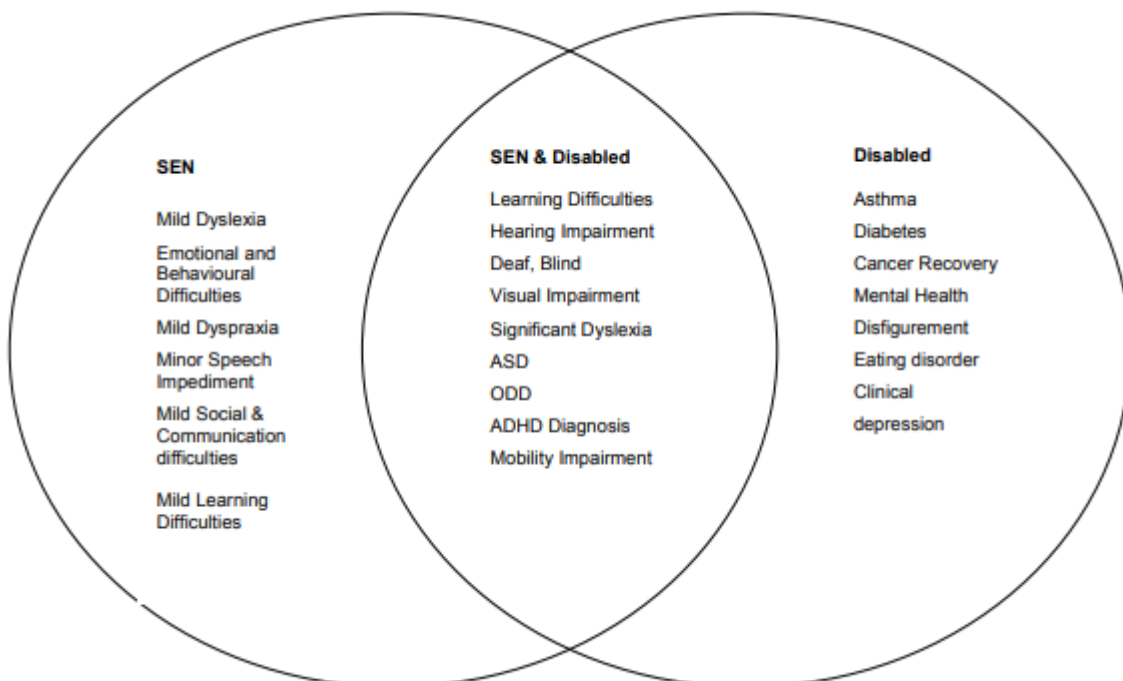
Reference

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 SEN 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 'Developing Potential' 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 SMT 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 'DP'

Evidence that could be used to evaluate this are:

- Individual Targets set for the children
- Education, Health and Care Plans (EHCPs)
- The use of 'The Sanctuary'
- Report for SENDCo/Deputy Head
- 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	On-going	Respect and understanding towards disabled people across all areas of the school community
		SMT	On-going	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	Head	On-going	Accurate and confidential records allow adjustments to be made and provide equality of opportunity within the application process
	All job applicants will be treated equally	Head		
	Keep confidential records of staff disclosures regarding disability	Head		
Governance	The school will welcome disabled representation on the Governing body	Governors	Annually in the Summer Term	DES evaluation and priorities for development are shared with governors
	The annual review of the DES by the 'DP' committee			

Accessibility Planning

There are three strands to the accessibility planning:

- 1) **Increasing access for disabled pupils to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

- 2) **Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education. The school will take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities and fittings.

- 3) **Improve the delivery of written information to disabled pupils.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. At Loughton we have conducted an audit to identify barriers to access (see Annex A) in order to inform our Accessibility Plan (see Annex B)

Monitoring the Accessibility Plan

The governing body at Loughton has agreed to review and revise, the Accessibility Plan every three years unless a review is necessary. The Environment Committee will undertake this monitoring role. The SENDCo will include in their annual report to governors (report includes an update on Identifying Barriers to Access)

Annex A: Identifying Barriers to Access

Annex B: Access Plan

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 SENDCo and Inclusion Manager
Are your classrooms optimally organised for disabled pupils?	✓	Classroom will be organised to meet needs
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?	✓	N/A at this time. Staff are aware of accessibility for wheelchairs/frames for physical support (Sept 19)
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.
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 ICT 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 2019.	To identify pupils who may need additional to or different provision for Sept 2019 intake.	Sept 2019	HT DHT SENDCo.	Procedures/equipment/ ideas set in place by Sept 2019.
	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. Inclusion 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 SENDCo. 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	HT SENDCo. Teacher Parents	Progress made towards SEN targets. Assessment shows clear steps and progress made.

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To finely review attainment of all SEN pupils.	SENDCO/Class Teacher meetings/Pupil Progress. Scrutiny of assessment system. Regular liaison with parents.	Termly	Class Teachers SENDCo.	Progress made towards SEN targets. Outside agencies supporting pupils where required.
	Opportunities for children to see positive role models with disabilities.	Visitors into school. Continued purchase of materials which portray	Ongoing	SLT Teachers	Resources are easily visible. Planning shows

		positive images of people with disabilities.			consideration of possible visitors to school. Positive attitudes towards those with disabilities and towards principles of inclusion.
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	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 SEN Governor & SENDCO / Inclusion team meetings	SENDCO/ Inclusion team/ SEN Governor	Governors fully informed about SEN 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	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	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 DHT SENDCo. Medical Coordinator	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 explain letters home for some parents who need this. Adopt a more proactive approach to identify the access requirements of disabled parents	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 their child's education.

MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Pupils with medical needs are fully supported.	Review Managing Medicines Policy.	2018-2021	HT Inclusion Team Medical Coordinator 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 DHT SEN 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.	

LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	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 and use of asthma inhalers.	Annually	Inclusion Team Medical Coordinator	100% of employees are first aid trained.
	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.
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Aim 3: To improve the delivery of information to disabled pupils and parents

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	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	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.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	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. 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	SENDCO Class teachers Outside agencies SLT. Medical Coordinator Office staff	Each teacher/staff member aware of disabilities of children in their classes. SENDCo 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.