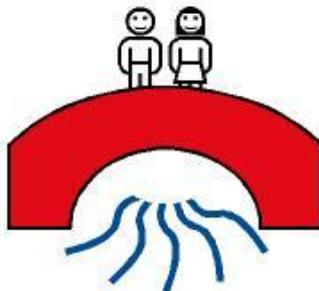


**Loddon
Primary School**



Disability Equality Scheme and Accessibility Plan 2016

Author: Gemma Didcock

Committee responsible: Curriculum

Date of last review: November 2016

Date of next review: November 2019

Date Authorised: 21 November 2016

_____ (signature) Sarah Philips Headteacher

_____ (signature) John Brady Committee Chair

The purpose and direction of the school's plan: vision and values

At Loddon Primary School we are committed to ensuring equality of education and opportunity for pupils with a disability, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of pupils with a disability will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible and to allow children with disabilities to fully partake in the activities of the school. At Loddon, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We aim to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people with disabilities and other people.
- Foster good relationships between people with disabilities and people without disabilities.

(Aims for the *Equality Duty – The General Duty*)

The *Specific Duties* required to achieve the aims of the *Equality Duty* are:

- Equality Information
- Engagement
- Equality Analysis

In the Equality Act 2010, "Disability is defined as follows:

A person has a disability for the purposes of this Act if he/she has a physical or mental impairment which has 'substantial' and 'long-term' effect on his / her ability to carry out normal day-to-day activities.

Information from Pupil data and School Audit (October 2016)

- Loddon Primary is a large suburban primary school on the outskirts of Reading. It has a capacity of 552 pupils aged 2-11 and there are currently 511 children on role.
- 5% of the children are Pupil Premium / Early Years Pupil Premium.
- 24% of the children have English as their second language.
- 5% of the children are thought to have a disability.
- 7% of the children have a special educational need.

Audit of schools strengths and weaknesses

- Profiles of our current pupils with a disability include visual impairment, hearing impairment, specific Literacy difficulties, autistic spectrum disorder, ADHD, motor co-ordination needs, speech and language delay and emotional needs.
- Based on our current pupils with a disability 95% had attendance better than 85% (WBC persistent absence %) and 38% had attendance better than 96% (School average) in the Year 2015-2016. The whole school attendance average for 2015-2016 was 96.03%.
- Currently all of the pupils with a disability are able to access all areas of the curriculum, although modifications are required for some children.

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- All children with a disability attend curriculum offsite day visits; the school arranges additional support as necessary (for example by taking additional adults, informing the venue and transport provider of any special arrangements that may be needed).
- Some children with a disability regularly attend before and after school clubs.
- Residential trips are offered to children in Year 4 - 83% of the cohort attended Ufton Court compared to 50% with a disability, Year 5 - 85% of the cohort attended PGL compared to 50% with a disability and Year 6 - 53% of the cohort went to France compared to 43% with a disability. 45% of children with a disability attended a residential trip in the year 2015-2016.
- The current children with a disability can access the school independently. The school is in two buildings, both single storey, linked by a tarmac path. There are three steps from within the school down into the KS2 classroom corridor; however there is a wheelchair accessible route outside that can be used if necessary. The Year 3 and 4 children's entrance has several steps; an alternative door is available nearby if necessary.

Impact on pupils with a disability of the way the school is organised

- The school will refer to the guidelines **Aspiration and Achievement: How we support pupils who have medical conditions in Loddon Primary School** to produce a Health, Care Plan for any pupils with on-going medical needs.
- The school may administer prescribed medicines if parents complete a medicine form. The forms are referred to in the above guidelines.
- Risk assessments are carried out for school trips, taking the whole group into account as well as individuals. School will provide additional adult help for school trips if necessary and always make reasonable adjustments to ensure that pupils with a disability are able to attend school trips, including residential trips.
- Time-tabling will take account of individual needs and the school will make reasonable adjustments if necessary.
- Teaching and support staff monitor or support occupational / physiotherapy sessions for children with on-going conditions.
- Information provided for pupils with a disability is adapted when necessary, for example, enlarging information presented to a visually impaired pupil either through photocopying or using magnifying equipment. Adults in school may wear equipment when necessary to help a hearing impaired child.

Attainment of pupils with a disability

EYFS

In **2015-2016**, there were five pupils thought to have a disability in Foundation Stage 2. 60% of pupils were at or above expectations in Reading and Writing and 80% of pupils were at or above for Maths.

In **2014-2015**, there was one pupil with a disability in Foundation Stage 2. This pupil achieved 'expected' or 'exceeding' in 16 out of the 17 areas.

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In **2013-2014** there was one pupil with a disability in Foundation Stage 2. This pupil achieved 'emerging' in all 17 areas.

KS1

In **2015-2016**, there were three pupils thought to have a disability in Year 2. During Year 2 the average steps progress was: 6.3 in Reading, 6.0 in Writing, 6.7 in Maths.

In **2014-2015**, there was one pupil with a disability in Year 2. By the end of KS1 the average points progress was: 2.0 in Reading, 2.0 in Writing, 3.0 in Maths (levels).

In **2013-2014** there were two pupils with a disability in Year 2. By the end KS1 the average points progress was: 7.5 in Reading, 5.8 in Writing, 7.5 in Maths (levels).

Year 4

In **2014-2015** there were two pupils with a disability in Year 4. During Y4 the average points progress was: 3.5 in Reading, 3.0 in Writing, 4.5 in Maths.

In **2013-2014** there were four pupils with a disability in Year 4. During Lower KS2 (Year 3 and 4) the average points progress was: 7.0 in Reading, 6.1 in Writing, 6.0 in Maths (levels).

KS2

In **2015-2016**, there were 7 pupils thought to have a disability in Year 6. During Year 6 the average steps progress was: 5.1 in Reading, 5.1 in Writing, 5.4 in Maths. 57.1% pupils were working at the expected standard in Reading, Writing and Maths.

In **2014-2015**, there was 1 pupil with a disability in Year 6. By the end of KS2 (Years 3-6) the average points progress was: 16.0 in Reading, 14.0 in Writing, 12.0 in Maths (levels). This child achieved a Level 4+ in all KS2 SATs.

In **2013-2014** there were four pupils with a disability in Year 6. By the end of KS2 (Years 3-6) the average points progress was: 14.5 in Reading, 13.5 in Writing, 14.5 in Maths (levels). 100% children achieved a Level 4+ in Reading and Maths and 75% children achieved a Level 4+ in writing in the KS2 SATs.

Parental views

The definition of a disability was sent out to parents in March 2016 (see page 5) asking parents to identify whether they believed their child met the definition. Many responses were returned but only 14 were returned giving a 'yes' response. Based on the information we hold on some children we believe we have more than 14 children who would meet the definition of having a disability.

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Parent Questionnaire

In the Equality Act 2010, "Disability is defined as follows:

A person has a disability for the purposes of this Act if he/she has a physical or mental impairment which has 'substantial' and 'long-term' effect on his / her ability to carry out normal day-to-day activities.

The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Eyesight (unless correctable by spectacles)
- Memory or ability to concentrate, learn or understand
- Perception of physical risk or physical danger

The Equality Act also covers people with:

- Medical conditions such as severe asthma, epilepsy, diabetes
- All those with cancer or surviving cancer are now included
- Those with HIV or Multiple Sclerosis from the point of diagnosis
- Severe disfigurements
- Impairments which are controlled or corrected by the use of medication, prostheses, or other aids (excluding spectacles)
- Progressive symptomatic conditions
- A history of impairment

Hidden impairments are those, which might not be immediately obvious. However they are also covered under the definition of disability. Examples include:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia
- Autism
- Physical Co-ordination
- Incontinence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight (unless correctable by spectacles)
- Memory or ability to concentrate, learn or understand
- Perception of physical risk or physical danger

After reading the above definition would you say your child has a disability?

Yes No

Child's name _____

Parent's signature _____

Main priorities and making it happen

Equality and Inclusion

Objective	Process	By whom	Success Criteria	By when	Resources	Evaluation of objectives
To ensure the ‘Disability Equality Scheme and Accessibility Plan’, ‘Equality and cohesion statement’, ‘How we support pupils who have medical conditions’ and ‘SEND policy’ are all reviewed as dictated by the review cycle	IL to review policies Policies to be taken to the relevant governing body meetings Governors to authorise policies	IL/ Governors	All policies will be up to date and in line with current legislation The policy will meet the changing needs of pupils at Loddon They will be useful working documents	As stated in the policies cycle	IL time to write / amend policies	
To ensure all staff receive training relevant to the pupils they support	Epipen, asthma and first aid training arranged for relevant staff IL will work with parents of children with specific needs to gain a clearer picture of their needs and what training will be required for staff	Office staff Inclusion Leader / Parents / Outside professionals	All staff will feel confident to deliver the necessary support to a pupil with a disability Outside professionals will provide support / training as required	On-going according to need	Training time / budget if required	

Improving access to the Curriculum

Objective	Process	By whom	Success Criteria	By when	Resources	Evaluation of objectives
Ensure pupils who have a disability are able to access the learning and make at least expected progress (6 steps)	Track pupil's progress half termly Discuss progress during Pupil Progress meetings Complete learning walks / pupil conversations IPPs reflect current provision / outcomes Ensure curriculum is differentiated for individual pupils as required based on their starting points Ensure interventions are well matched and demonstrate impact Outside professionals advice is taken when required	IL HT SLT	Pupils identified as having a disability will make the expected progress e.g. 6 steps in an academic year Where learning cannot be accessed in the same way, teaching staff will differentiate the curriculum to meet the needs of individual pupils	On-going	Time to track progress / complete learning walks and pupil conversations	
Maintain participation in activities beyond the school day and offsite e.g. clubs, day trips, residential trips	Monitor participation in activities Consider giving priority to pupils with a disability where an activity is oversubscribed Make reasonable adjustments to ensure all activities are accessible to pupils with a disability Meet with parents prior to residential trips to discuss participation	IL Staff IL/trip leader	100% of pupils with a disability will go on day trips Majority of pupils will go on residential trips (in-line with overall take up) Pupils with disabilities will take part in day / after school clubs Parents will feel confident that their child's needs will be met	On-going	Time for staff to arrange trips / meet parents	
Provide specialist equipment to promote participation in learning by all pupils	Assess the needs of each pupil Provide specialist equipment as needed Work with outside professionals if specific equipment is required	IL	Pupils will develop independent learning skills Pupils will be able to access the curriculum more successfully	On-going	Budget to purchase specialist equipment if required	

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Objective	Process	By whom	Success Criteria	By when	Resources	Evaluation of objectives
Ensure staff are facilitating modifications in place for individual pupils	All staff have access to IPPs Teaching and support staff are invited to review meetings IL will email all staff working with the pupil to communicate changes	Staff IL	Staff working with pupils will understand the pupil's needs and know best how to support	On-going	Time for staff to go to review meetings	
Use technology to support learning	Lap tops and iPads have been specifically bought for SEND pupils – these are to support learning and behaviour ICT lead to advise on relevant training / equipment as required	IL / ICT technician ICT lead / technician	Pupils will use technology successfully to support their access to the curriculum	On-going	Budget to purchase ICT equipment as required / time for training	
Ensure the PE curriculum is accessible to all	IL to work with PE leader to discuss the curriculum IL to observe pupils with disabilities in PE lessons IL to speak with teachers about their lessons	IL / PE leader Teachers	Pupils will be able to access all PE lessons at a differentiated level if required	On-going	Time to observe PE lessons	

Improving access to the physical environment of the school

Objective	Process	By whom	Success Criteria	By when	Resources	Evaluation of objectives
Ensure the school environment is safe and accessible for pupils / adults with visual impairments	An updated Environmental Audit to be completed by the Sensory Consortium Service Recommendations to the environment to be actioned Ensure existing yellow markings are still clear	SCS	School will be a safe environment for pupils and adults who are visually impaired	Dec 2016	Budget to action recommendations	
Ensure the school environment remains safe and accessible for all pupils / adults with disabilities	To be put as an agenda item for the H+S committee Health and Safety Committee to complete checks	JS / Gov. body	All pupils / adults with disabilities will remain safe	On-going	Checklists?	
Ensure any future plans for further development of the building take DDA issues into account	Work with Local Authority and architects when planning modernisations (Existing disabled parking spaces to be made clear following fence being re-done)	HT / Gov. body	New building complies with DDA laws	Through out planning and building stages	Budget as part of development work	
Ensure all pupils with disabilities can be evacuated safely	Personal Emergency Evacuation Plans written for individual children Risk assessments written for any children who present with challenging behaviour that may pose as a risk to themselves or others	IL / teachers	All pupils will be kept safe	Reviewed annually or as required	Time to write / review plans	

Improve delivery of written information

Objective	Process	By whom	Success Criteria	By when	Resources	Evaluation of objectives
To ensure parents and other members of the community can access information	Written information to be provided in different formats as requested	School office	All stakeholders will be able to access key information	On-going	Time / specific resources to meet objective	
Ensure that parents who have a disability can access parent evenings	Teaching staff to be mindful of parents who may have disabilities Track attendance at parents evening Speak directly to parents who haven't attended to see if there is any way in which the school can assist / offer an alternative e.g. phone call / notes home / books available in the hall	Teachers IL Teachers / IL	All parents who wish to will be able to find out information about their child's learning	Twice a year		

Publication of Scheme and Plan

This document is published on the school website.