

Rhosddu Primary School

Accessibility Policy

Including Disability Equality Plan



Approvals	
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Chair of Governors	Mrs. Carrie Hunter
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STATEMENT OF COMMITMENT TO EQUALITY

We are committed to promoting equality of opportunity for all pupils, parents and stakeholders.

We will not unlawfully discriminate or tolerate unfairness based on any grounds.

We will do all we can to develop and sustain a safe and secure environment where all individuals are encouraged to learn and achieve their true potential.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disabilities and to participate fully in school life.

SCHOOL ETHOS, VISION AND VALUES

Rhosddu is a happy, caring community, where each child is nurtured individually to reach their full potential and be the best version of themselves that they can be. We take the school vision of 'caring-inspiring-achieving' very seriously and this vision permeates our ethos and the work we do throughout the school. Our curriculum provides rich, authentic, experiences, which make learning interesting, satisfying and fun. We are an inclusive and diverse school and aim to develop all children's skills and talents, challenging them to think and grow into independent, confident citizens of the future.

This scheme and accompanying action plan sets out how the Governing Body of Rhosddu Primary School will promote equality of opportunity for people with a disability.

A SUMMARY OF THE DISABILITY LAWS

Disability Discrimination Act 1995

The Disability Discrimination Act 1995 was introduced to stop disabled people being treated unfairly.

According to the Disability Discrimination Act 1995 (DDA 95) an adult or a child is disabled if he or she **has a physical or mental impairment that has an effect that is “substantial, adverse and long term (lasting or expected to last for at least a year) on his or her ability to carry out normal day to day activities”** the term “physical or mental impairment” includes sensory impairment, e.g. loss of hearing, or sight. It includes disfigurement and people who have cancer, HIV or other life limiting conditions.

The DDA covers access to Goods, Facilities and Services and the selling/letting of property, Transport and Education.

Employers

Employers must not discriminate against people with disabilities and make reasonable adjustments to assist employees with a disability in carrying out their work. Employers have a duty to make reasonable adjustments to accommodate the needs of people with a disability and job applicants – this covers job applicants, interviews and access to facilities.

Service Providers

It is unlawful to offer a poorer quality of service to people with a disability because of their disability. The DDA is designed to ensure that people with a disability are not prevented from obtaining the same goods and services and people without a disability.

Service providers must take reasonable steps to ensure that they have taken account of the needs of people with a disability and are obliged to review their policies, procedures and practices to improve access for customers with a disability and prevent discrimination.

The DDA states:

- It is unlawful to refuse to serve a customer on the basis of their disability
- People with a disability should not receive a lower standard of service
- People with a disability should not be offered less favourable terms because of their disability.

The Disability Discrimination Act 2005

The Disability Discrimination Act (DDA) 2005 came into effect in December 2006, amending the DDA 1995 and placed upon public bodies new statutory duties to:

- Promote equality of opportunity between people with a disability and other people.
- Eliminate discrimination that is unlawful.
- Eliminate harassment of people with a disability that is related to their disability.
- Promote positive attitudes towards people with a disability.
- Encourage participation by people with a disability in public life; and

- Take steps to take account of people's disabilities, even where that involves treating people with a disability more favourably than other people.

The DDA 2005 Duty comes in two parts:

- **General duty:** public authorities to have due regard to promotion of disability equality in relation to all policy and practice including: planning and policy making, service delivery, regulation, monitoring and enforcement, employment, future decisions, address consequences of poor quality past decisions.
- **Specific duty:** publish Disability Equality Scheme no later than 4 December 2006 (Schools in Wales by 1 April 2007). Demonstrate actions in the scheme have been delivered and achieved appropriate outcomes. Report on progress every year. Review and revise scheme every three years.

The Disability Equality Scheme should set out the arrangements for meeting the general and specific duties. Meeting the legal duties means involving and engaging people with a disability in the development of the scheme which must include a statement of:

- The way in which people with a disability have been involved in the development of the scheme.
- Methods for impact assessment.
- Steps which the authority will take towards fulfilling its general duty in the form of an action plan.
- Arrangements for gathering information in relation to employment and where appropriate, its delivery of education and its functions.
- Arrangements for putting the information gathered to use, in particular reviewing the effectiveness of its action plan and in preparing subsequent Disability Equality Schemes.

The DDA 2005 works in conjunction with the Disability Discrimination Act 1995 and sets out a framework to assist public bodies including Schools in planning, delivery and evaluating action to meet the general duty and to report on those activities. This scheme is a means of meeting the various elements of the legislation and legal duties.

INTRODUCTION TO OUR DISABILITY EQUALITY SCHEME

Purpose of the Scheme

The purpose of this scheme is to provide a framework for Rhosddu Primary School to:

- Promote equality of opportunity between people with a disability and other people.
- Eliminate discrimination that is unlawful.
- Promote positive attitudes towards people with a disability.
- Encourage participation by people with a disability in public life; and
- Take steps to take account of people's disabilities, even where that involves treating people with a disability more favourably than other people.

Scope of the Scheme

This Scheme seeks to address all aspects of disability within the scope of the law including physical and sensory impairments, learning difficulties, neurological, medical or other conditions and mental health.

We have written this scheme to be as inclusive as possible. We recognise many people protected by the Disability Discrimination Act do not consider themselves to have a disability. Defining disability is a complex and personal issue. Through this scheme we aim to enable all staff, pupils and stakeholders.

For many people the legal definition is not considered appropriate to their needs or how they identify themselves either as a community or as individuals.

Many people who are protected by the Disability Discrimination Act or have conditions or impairments that are often referred to as disabilities do not consider themselves to be "disabled".

We recognise that the poverty, disadvantage and social exclusion experienced by many people with a disability is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers. This summarises the Social Model of Disability constructed by people with a disability themselves.

We work to the Social Model of Disability and the Culture and Language Model of Disadvantage.

We aim to promote greater respect and understanding of disability and how unwitting discrimination and exclusion can occur so that it can be effectively addressed.

HOW PEOPLE WITH DISABILITIES ARE INVOLVED IN PREPARING THIS SCHEME

We recognise the importance of involving people with a disability in the development of our Disability Equality Scheme. We will involve people with a disability in the following ways:

Pupils with a disability:

- We will identify all our pupils with a disability.
- We will ensure that we listen to their views in informal settings.
- We will identify key issues for our pupils.
- We will identify any priorities that arise from this.

Staff with a disability:

- We will ask all staff to identify any barriers that affect them and how we can plan to overcome these.
- We will identify any priorities that arise from this.

Parents/carers with a disability:

- We consult with any parents/carers to identify any barriers and how we can improve them.
- We will ensure that we listen to their views in informal settings.
- We will identify any priorities that arise from this.

Members of the local community with a disability:

- We consult with any groups that make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments.
- We will identify any priorities that arise from this.

ARRANGEMENTS FOR GATHERING INFORMATION ON THE EFFECT OF OUR POLICIES AND PRACTICES

We recognise that our policies and practices may impact on people with a disability and in particular on:

- The recruitment, development and retention of employees with a disability;
- On the educational opportunities available to and the achievements of pupils with a disability.

We acknowledge that the information we gather from a wide range of sources will be required in order to identify the actions we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services.

We will gather information from the following:

- Pupil achievement and data (e.g. attendance)
- Learning opportunities (e.g. take up of visits)
- Admissions, transitions and exclusions
- Social relationships
- Employing, promoting and training staff with a disability

We recognise that all our policies may have an impact on the participation and outcomes for pupils, parents/carers, staff and members of the local community with a disability. We will review the impact of each of our policies by completing an Equality Impact Assessment.

To meet the Disability Equality Duty, it is essential that we monitor aspects of school life to identify whether there is an adverse impact on children with a disability. The school monitors its provision in the following areas and pays regard to:

- The role of the school as a service provider – to meet the needs of the ‘customer.’
- Contact with parents and carers – paying due regard to any parents who cannot read newsletters and other communication from school.
- Open Evenings/Concerts – we ensure that this is access to all school activities for any friends or family with a disability.

HOW WE WILL USE THIS INFORMATION

The information gathered will be built into our Equality Impact Assessments and Equality Plan

METHODS FOR ASSESSING THE IMPACT OF OUR PROPOSED POLICIES AND PLANS

This policy is linked closely to the school's **Equality Policy (Strategic Equality Plan)**

The equality objectives are to be drawn up every four years and the action plan will be reviewed annually.

Equality Impact Assessments will be carried out to evaluate impact on the protected characteristic of disability for each of the school policies as they are adopted by the Governing Body.

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions planned reflect the Disability Equality Scheme. A new Accessibility Plan will be produced on an annual basis, responding to issues identified through our impact assessment.

DISABILITY EQUALITY PLAN

INFORMATION GATHERING & IMPLEMENTATION

Target	Strategies
Ensure that pupils/staff with a disability are treated as favourably as those without a disability.	Review all policies to be adopted in line with the Equality Impact assessment (EIA).
Ensure that all members of the school community are aware of the Equality Plan and EIAs	SLT and GB to carry out EIA. HT to share EIA with staff.
Ensure that the school management team is aware of any issues faced by pupils with a disability.	In Annual Assessment Meeting: Review attainment and achievement data, attendance data, exclusion data, pupil responses, behaviour records etc to identify areas where those with a disability are disadvantaged.
Ensure that individuals with a disability are given appropriate levels of support.	<p>To offer pupils with a disability mentoring sessions; to allow them to explain the difficulties they experience within school life and to help them overcome these.</p> <p>At staff/parent meetings and SEN meetings with parents, staff will seek feedback from parents as to changes required by our school to better support members of the family with a disability.</p> <p>Staff with a disability will be encouraged to raise issues and make recommendations for improvements.</p>
Ensure that staff members with disability are supported and that reasonable adjustments are made to allow them to work effectively.	Recruitment, developments and retention information will be analysed to ensure that there are no signs that staff members with a disability are disadvantaged in any way.
Identify parents with a disability so that we can better serve their needs.	Review all admissions forms to establish ways of identifying parents with a disability.

IMPROVING ACCESS TO THE CURRICULUM & OTHER SCHOOL INFORMATION

Target	Strategies
Review and plan the steps needed to make the curriculum and extra-curricular activities accessible to all pupils	SLT to monitor how 'accessible friendly' we are and to suggest next steps. Feedback to be provided for all staff.
Implement improvements and adaptations to the curriculum and extra curricular activities.	Use the findings from the above strategies to priorities changes.

ENSURING THE WHOLE SCHOOL IS ABLE TO MEET THE NEEDS OF INDIVIDUALS WITH A DISABILITY

Target	Strategies
All staff will understand the needs of individuals with a disability.	Key Information relating to an individual's need will be communicated to Teachers/LSAs/Supply Teachers.
Ensure that all pupils consider the needs of individuals with a disability.	Review & update the RSE curriculum to promote disability equality. Incorporate 'disability' and valuing diversity into assemblies.

PHYSICAL IMPROVEMENTS TO THE ENVIRONMENT

Target	Strategies
Ensure full access to all areas for pupils with a disability.	HT/ SLT to complete LA accessibility audit. <i>Completed 20.07.17</i>
Review the safety of the school grounds and play surfaces to increase the safety for all children.	SLT to complete an audit of the school grounds to assess safety for all.

Checklist for School Staff and Governors

- ✓ Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- ✓ Is pupil achievement monitored by disability? Are there any trends or patterns in the data that may require additional action?
- ✓ Are pupils with a disability encouraged to participate in school life? How is this shown through representation in school events such as class assemblies, concerts and the School Council?
- ✓ Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- ✓ Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- ✓ Does the school take part in annual events such as Jeans for Genes Day or Shades Day to raise awareness of disability?
- ✓ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are Open Evenings and other events which parents or carers attend held in an accessible part of the school?
- ✓ Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- ✓ Are procedures for election of parent governors open to candidates with a disability?

Checklist for school accessibility

A checklist for schools to follow for accessibility regarding access to site, entrance, reception, corridors, cloakrooms, classrooms, toilets, dining rooms and outside areas.

Access to site

Disabled parking signposted at car park entrance

Disabled parking space(s)

- ✓ Dropped kerb to pavement with appropriate textured paving
- ✓ High contrast signage to the entrance.
- ✓ Adequate lighting along pathway
- ✓ Walkways should be evenly paved and in good condition
- ✓ Clear of overhanging trees or windows opening onto the pathways
- ✓ All stepped areas accessible by ramp with tactile surface at top and bottom
- ✓ Appropriate handrails starting before the first step and finishing after the last.
- ✓ Edges of steps/stairs highlighted

Entrance

- ✓ Height of entrance bell clearly visible and contrasting with surrounding areas
- ✓ Entrance mats etc. flush with floor no tripping hazard
- ✓ Area well lit
- ✓ Clear signage

Reception

- ✓ Provide a Lighting Transition Zone out of the main traffic area where a visually impaired person can adjust to the different light levels when entering a building
- ✓ Clear of obstacles or clutter
- ✓ Glazing should be clearly marked by banding or frosting to indicate its presence

Corridors

- ✓ Plain no glare, non slippery flooring
- ✓ Adequate lighting, not pooling

Corridors should be free of clutter, both floors and walls

- ✓ Doors painted in a colour that contrasts with their frame and surroundings
- ✓ Door furniture in a different colour to the door
- ✓ Displays at eye level, tactile if possible
- ✓ Raised areas/ steps, which protrude into an open space creating a tripping hazard, require highlighting both the tread and riser need to be clearly indicated

Cloakrooms

- ✓ Coat hooks a good size and contrasting colour

Classrooms

- ✓ Natural light needs to be controllable and adjustable i.e. vertical blinds
- ✓ Diffusers should be fitted to all artificial lighting and cleaned regularly. Any faltering/flickering light bulbs should be replaced as soon as possible
- ✓ Light switches, plug sockets and door handles need to be highlighted to be easily identifiable from a pale background
- ✓ Walls painted in a matt finish
- ✓ Furniture clearly contrasting with walls and floors
- ✓ Clearly defined and labelled equipment, shelves and storage to encourage independence
- ✓ White/blackboard cleaned regularly
- ✓ Clear of unused furniture and clutter

Toilets

- ✓ Clear and tactile signage
- ✓ Access to a disabled toilet
- ✓ Sanitary ware must contrast in colour with the walls and floor
- ✓ Logically placed hand dryer and bin

Dining Hall

- ✓ Knives and forks should be stacked with their sharp ends downward or flat to reduce the risk of injury and to prevent those with a visual impairment from handling cutlery belonging to others
- ✓ Cover or guard any unusually hot surfaces to prevent them from being touched accidentally

Outside areas

External posts highlighted with a band of contrasting colour

- ✓ Railings and boundary fences kept in good condition and painted in a bright colour
- ✓ All steps should have a tactile surface of raised ribs set parallel to the top step nosings (according to Part M of the Building Regulations) and the bottom (preferred guidance)