

Mossfield Primary School



Disability Equality Scheme

Introduction

Disability Equality and Accessibility

This policy is written in accordance with the provisions of the **Equality Act 2010**.

The Governing Body recognises its statutory duties towards disabled pupils and prospective pupils. Under the Equality Act 2010, the school must:

- **Not discriminate** against a disabled pupil in admissions, provision of education, access to benefits, facilities or services, exclusions or any other aspect of school life.
- **Not harass or victimise** a disabled pupil.
- **Make reasonable adjustments** to ensure that disabled pupils are not placed at a substantial disadvantage compared with their non-disabled peers.

The duty to make reasonable adjustments is anticipatory and ongoing. The school will therefore consider, in advance, the needs of disabled pupils and potential pupils when planning policies, practices and the physical environment.

The Governing Body will also ensure compliance with the **Public Sector Equality Duty** under the Equality Act 2010 by:

- Eliminating discrimination, harassment and victimisation.
- Advancing equality of opportunity between disabled and non-disabled pupils.
- Fostering good relations between those who share a protected characteristic and those who do not.

In accordance with statutory requirements, the school maintains and regularly reviews an Accessibility Plan which sets out how the school will:

1. Increase access to the curriculum for disabled pupils.
2. Improve the physical environment of the school to increase access.
3. Improve the delivery of information to disabled pupils and parents.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1A: The purpose and direction of the school's plan: vision and values

Mossfield Primary School has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school aims to:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.

Definition of disability

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

The DDA defines a disabled person as someone who has **'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'** (see definition below of 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 children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

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

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Disability and special educational needs

Many children who have SEN will also be defined as having a disability under the DDA. Some pupils who have SEN will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA.

Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and DDA disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia Emotional Behavioural Difficulties (EBD - social factors) Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor Impairment (long term) Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Significant Dyslexia Epilepsy Non –verbal ADHD Autism / ASD EBD (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health Issues Disfigurement Eating disorder Lack of limbs Sickle cell Anaemia Gross Obesity Very Short Stature

The school's strengths and weaknesses in working with disabled pupils

School staff have experience of working with a wide range of disabled pupils. Training is provided through staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Every teacher maintains a Disability / SEN Support File. This contains information on each pupil with special needs/disabilities and outlines their strengths, difficulties and strategies for supporting the pupil in the classroom. This information is updated termly and issued to new staff at the start of each new school year. In addition, updated information is issued to staff as appropriate, in staff meetings for example. Support staff also have access to this information.

The school subscribes to the LA training for support staff and all HLTAs and TA's have completed training programmes. Further specific training is undertaken as appropriate. However, there is regular liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- The Learning Support Service;
- The Educational Service for the Sensory Impaired;
- Speech and Language Therapy Service;
- Occupational Therapy Service;
- Children's Physiotherapy Service;
- Locality Team.
- Psychology Service.
- Neuro developmental pathway

Close links are established between Mossfield Primary School and Co-op Academy Swinton and there is regular sharing of expertise between our staff and staff at Co-op Academy Swinton.

Robust systems are in place to ensure the smooth transition of pupils from Mossfield Primary School to Co-op Academy Swinton. Liaison and the sharing of information regarding disabled pupils with a statement of SEN or on School Action Plus usually begins with either the SENCO or Resource Base Manager from Co-op Academy Swinton attending the Year 5 transfer review at the Primary School. Further meetings are then arranged during Year 6 and additional visits to the high school during the Summer Term prior to transfer are arranged for the pupil. Mossfield staff also liaises with parents and the Secondary staff to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness training for all pupils is part of the KS2 Citizenship programme.

The SENCO has begun to build up an effective bank of resources to ensure that all work is appropriately differentiated and accessible to all pupils. However, further work is needed in this area through training and INSET.

Provision maps are in place to show the range of resources and support mechanisms in place for disabled pupils and those with special educational needs across the school. We aim to develop and refine these further over the next 3 years

The physical layout of the Main School Building is internally accommodating to those with reduced mobility. Wide corridors with access ramps, combined with DDA compliant fire doors, make access easy and straightforward. This is in large part to our recent refurbishment works..

Areas for Development:

- Raising of awareness for **all** staff of what the DDA expects of them
- Raising of awareness for **all** governors of what the DDA expects of them
- Training and INSET for staff to ensure appropriate differentiation of work across the curriculum
- Monitoring and analysis of patterns of attendance and exclusion for disabled pupils
- Detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;
- Monitoring and detailing achievements in extra-curricular activities.

Employing, Promoting and Training Disabled Staff

The school follows an effective and robust series of policies designed to facilitate the employment of disabled people. These include our equal opportunities policy, anti-bullying policy, flexible working policy and grievance reporting system. As part of our action plan, we aim to keep these policies under review and actively seek the views of disabled staff in accessing the workplace and career progression.

1A: Views of those consulted during the development of the plan

For pupils with an EHCP or those on the SEN Register, the views and aspirations of disabled pupils are formally gathered annually through the Annual Review process. This seeks to establish what is going well and also any concerns or barriers to progress from the pupil's point of view. Their parents also have the opportunity to express their views either in writing or simply verbally at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them. Outside agencies (including Educational Psychologists, Doctors etc.) are also involved in this process.

Making it happen

2A: Management, coordination and implementation

The governing body has responsibility for the school accessibility plan. The progress toward meeting the targets set in the plan will be evaluated on it regularly. This plan, together with the school's SEN Policy, will be reviewed and revised by the SLT in consultation with a representative sample of disabled stakeholders and the Governing Body.

“Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class and subject teachers, dinner staff, the SENCO, the premises manager, curriculum coordinators and heads of department, administrative staff and governors themselves.”

2B Getting hold of the school's plan.

The Disability Equality Scheme and the Accessibility Plan for Mossfield Primary School is available on request from the school. We have tried to ensure that the plan is readable and free of jargon. We would welcome your feedback if you feel that anything is unclear or if you have any queries.

Areas for development:

- Ensure that all school plans reflect priorities for developing access for disabled pupils, including the School Improvement Plan, Asset Management Plan, School Evaluation Form, Health and Safety Policies and other School and Departmental Policies

Mossfield Primary School Access Plan

At Mossfield Primary School we are committed to an inclusive curriculum and we aim to increase access to the school's facilities for all by:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum
- b) Improving the physical environment of the school
- c) Improving the delivery to disabled pupils of information, which is already in writing to pupils who are not disabled.

This Plan is underpinned by the following features of the school:

- There is effective planning and liaison between appropriate school and support services working with individual pupils within school
- The Special Needs Coordinator (SENCO) has sufficient liaison time for agencies, support staff and families
- As a school we have high expectations of all pupils. We aim to establish a positive ethos within the school and within teams of staff within the school. We aim to adopt a 'problem-solving' attitude in order to overcome barriers to learning for individuals
- We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all pupils
- We have a robust system in place for transition, transfers and re-integration of pupils. This includes gathering and sharing accurate information on the pupils' strengths, weaknesses and progress trends, together with strategies employed and evaluations of outcomes.

Audit of existing Achievement / Provision

1A Curriculum and attainment / progression

We believe that we have made good progress in the following areas:

- Obtaining data on future pupil population to facilitate advanced planning
- Liaison with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour)
- Using Specialist teaching staff to support learning and give pastoral and inclusion support
- Ensuring that detailed pupil information is given to staff
- Organising TA deployment to cover a mix of curriculum needs
- Ensuring that Access Arrangements are made for SATs, and external examinations (Extra time / Reader/ Amanuensis etc)
- Establishing a bank of some Specialist resources available to support specific needs.
- Setting clear learning objectives in each lesson and making sure that these are clear to the pupils.
- Undertaking annual monitoring and target setting across the curriculum for all pupils.
- Encouraging and supporting the development of clear, well presented visual aids and word walls in many classrooms to support the learning of all.
- Ensuring that school visits and trips are accessible for all pupils

- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; ‘mind-friendly’ learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Effective TA support of pupils, especially in Core Subjects
- Development of ‘Emotional Intelligence’ through the citizenship programme across the whole school.
- Raising awareness of Disability through the citizenship programme
- The acceptance of all ability groups as part of the school community
- Development of mutual support and understanding between colleagues in working with pupils with disabilities.

Areas to Develop in Curriculum and attainment / progression

- Earlier identification and provision for SEN / Disability.
- More structured booster and catch up provision for children with SEN and disability
- Greater awareness of individualised learning – following the national agenda.

1B Physical Access

- Wheelchair access and Sensory impairment friendly access to all refurbished areas of the school have been achieved.
- 2 Disabled allocated car parking spaces
- Disabled toilets facilities available in main building that afford dignity to the user
- Adequate space to meet with parents and carers available
- Space for small group work and individual work for targeted learners
- Availability of storage for equipment, ensures corridors remain clutter free and so accessible.
- Development of a physical environment that is safe and welcoming.

Information Access

- Visual timetables and information supported by signs/symbols for targeted pupils
- Home-school liaison books for selected pupils.
- Regular newsletters, available in a variety of formats on request.

Appendix 1

Mossfield Primary School Whole School Provision Map

Provisions common to all Year Groups:

Resource	Time/Cost	Accessed By
Whole-school target setting across the curriculum	3 x per year	All students
IEPs drawn up and issued as appropriate	Admin / monitoring time	Targeted students on SA,
Individual/ paired/ group teaching with TA's as appropriate	SENCo Time	
Differentiated materials and resources used in class as appropriate	SENCO budget	Targeted students
In-class support for Statemented students	SEN Capitation	
General in-class TA's support	TAs	Targeted students
Lunchtime 'Sanctuary' for vulnerable students	Family support worker	targeted students
Anger management, self-esteem, social skills (Citizenship)	Behaviour Lead	Targeted students
Use of signs / symbols / Visual Timetables etc	TA's	Open to all students as required
Referral to Outside Agencies	Time	Targeted students
Access to Speech and Language Advice / Programme		Targeted students
Access to Physiotherapy Advice / Programme	Admin Time / Agency time	Targeted students
Access to Occupational Therapy Advice / Programme		Targeted students
Access to Advice / Programmes from Educational Service for the Sensory Impaired		Targeted students
Positive Language Environment training – Social speaking programme		Targeted students
Whole-school rewards and sanctions policy		All staff
Disabled Toilets		
LM and SEN room withdrawal		All students
Use of Booster programmes in Literacy eg ELS etc		Targeted students
Use of Intervention programmes in maths		Targeted students
Targeted support for those at risk of offending YISP		Targeted students

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