

# Five Ways Primary School



**Five Ways Primary School  
Disability Equality Scheme  
and Accessibility Plan 2017-2020**

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**Action Plan 2017 - 2020**

**Introduction**

Schools have had a statutory duty which required us to take proactive steps to tackle disability discrimination, and promote equality of opportunity for disabled pupils. Under the Equality Act 2010, this was replaced by the general equality duty and the new specific duties. This equality duty includes all those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment

**The new specific regulations require schools:**

- To publish information to demonstrate how they are complying with the new PSED, and
- To prepare and publish equality objectives

**The Public Sector Equality Duty (PSED)** has three main elements. IN carrying out our functions, we must have due regard to the needs to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between those who share a protected characteristic and those who do not.

The duty to have 'due regard' to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

In addition to its inclusion within the PSED equality objectives, schools have a duty to make reasonable adjustments for pupils with a disability.

The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where something a disabled pupil is placed at a disadvantage compared to other pupils then the school must reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

- Schools are not subject to the reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

### Context of Five Ways Primary School

Our School Five Ways Primary School is situated in Heath Hayes near to Cannock. We are an inclusive school.

- The school building is split into two buildings: EYFS and KS1 situated at the front of the school and the KS2 building situated at the back of the school. Both buildings are built on one level. There are designated disabled parking spaces in both of the car parks, for those who require a wider parking space.
- Corridors and communal areas such as the school halls are well lit and free of obstacles.
- The school has an appointed Health and Safety governor, who ensures accessibility to the school building is regularly reviewed during Health and Safety inspection visits.
- Any further projects to develop the school building will take into account the needs of disabled pupils/staff or visitors. Mobility and access issues relating to the school building are reviewed through the work of the Finance and Health and Safety governor teams.
- Disabled toilet access is available in the school building.
- A low counter has been installed in the office to accommodate disabled pupils/staff and visitors.
- Children with medical needs have individual care plans.
- The SEND register is kept up to date and children with additional needs have a 'Pupil Progress Plan' with individual and measurable targets.
- Advice is sought from external agencies when required, such as Speech and Language Therapists, Autism Outreach Team, Educational Psychologist etc.
- The school has an appointed SEN governor, who ensures that the SEN provision for SEND across the school promotes equality and allows all needs to be met.
- Support systems are in place so those pupils who need assessments read to them, have the required support provided.
- Interactive whiteboards throughout the school use a coloured background with suitable font and colour. (This can be helpful for Dyslexic pupils)
- Additional transition time is arranged for those pupils who require it, both internally and on transition to Key Stage Three.

#### **The Accessibility plan at Five Ways is aimed at:**

- Increasing the extent to which disabled pupils can **participate in the curriculum**.
- Improving the **physical environment** of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of **accessible information** to disabled pupils.

### Improving Curriculum Access at Five Ways Primary School

Target	Actions	Time frame	Responsible Person	Success Criteria	Monitoring strategy
To ensure all teachers differentiate work appropriately to allow all pupils to access the curriculum at a relevant level.	<p>Provide additional training relating to 'Mastery in Maths' and how to support learners who are struggling to master concepts.</p> <p>Purchase additional resources to ensure all learners can access the curriculum more fully, e.g. numicon, base 10.</p>	2017	JJ	<p>All teachers are able to more fully meet the requirements of SEND children's needs with regards to accessing the curriculum.</p> <p>Children access a wider range of practical equipment, e.g. Numicon to support learning and increase achievement.</p>	<p>Lesson observations - ongoing</p> <p>Informal learning walks - ongoing.</p> <p>Book scrutiny - ongoing</p>
All out of school activities are planned to ensure the participation of the whole range of pupils, including those with disabilities and other special educational needs.	<p>Review all out of school provision to ensure a range of opportunities relating to a wide range of interests.</p> <p>Ensure that planning for school trips and visits includes consideration of those with additional needs, e.g. pupils with complex medical needs.</p>	September 2017	SLT and Year Leaders	<p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> <p>All pupils will continue to access all school trips and visits regardless of additional needs. Provision will be considered at the planning stage.</p>	<p>Termly reviews of extra-curricular activities and participation. July 2018 then termly</p> <p>Annual review of trips and visits. July 2018, 2019, 2020.</p>
Ensure school continues to meet the criteria for being a dyslexia friendly school.	<p>Staff meetings to ensure staff have a greater awareness of supporting pupils with dyslexia.</p> <p>Work with parents to raise awareness of dyslexia.</p>	July 2018	SF	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	<p>Lesson observations - ongoing</p> <p>Informal learning walks - ongoing.</p> <p>Pupil interviews.</p>

	Ensure classroom environments and learning interventions / resources are appropriate to support pupils with dyslexia.				
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**Improving the physical environment at Five Ways Primary School**

<b>Target</b>	<b>Actions</b>	<b>Time frame</b>	<b>Responsible Person</b>	<b>Success Criteria</b>	<b>Monitoring strategy</b>
Ensure that school are aware of the needs of all family members in relation to disability and special access requirements due to additional needs.	Review and adapt induction information sheet for parent and in-year application forms to ensure school collects relevant information.	September 2018	SF and JG  SEND Governor	School will be aware of all additional needs of pupils and family members with relevant information passed to the SLT.  Reasonable adaptations will be made where possible to ensure all additional requirements are met.	Governor with responsibility for SEND to evaluate impact of changes made as a result of information gathering.
Review and improve disability parking on school site.	Re-paint disabled spaces.  Ensure disabled parking spaces are accessible at all times during the school day.	July 2017	WR	Disabled parking spaces will be clearly marked and accessible at all times.	Senior leader and caretaking staff to monitor accessibility of disabled parking.
Improve disabled access to the school building.	Evaluate current access to the building for pupils and other visitors with disabilities.	July 2019	RM, WR to liaise with Health and Safety Team from the Local Authority.	All areas of the school building are accessible for all pupils and visitors.	Governor with responsibility for SEND to evaluate the impact of changes made.

**Improving the availability of accessible information at Five Ways Primary School**

<b>Target</b>	<b>Actions</b>	<b>Time frame</b>	<b>Responsible Person</b>	<b>Success Criteria</b>	<b>Monitoring strategy</b>
Provide information in alternative ways when required for parents and families with additional needs.	Office staff to use information gathered in induction to ascertain where parents / carers may require an alternative form of information, e.g. phone calls.	July 2017	VW	All parents will access information in the most appropriate way for them.  Parents / carers with additional needs to receive all relevant information.	SLT to discuss impact with EAL families.
Translate essential information into different languages where required for families with English as an additional language.	Adapt induction paperwork to include option for parents to request translated copies of important information.  Link to translation software to be added to website.	July 2018	RM	All parents with English as an additional language will have full access to all important information relating to the school.	SLT to discuss impact with EAL families.
Ensure weekly school newsletters and website are accessible for all parents, carers and visitors. (Dyslexia friendly strategies)	School newsletter and other information will be produced in a dyslexia friendly font / size.  Information on school newsletters to be simplified.  Newsletters and any other information for parents can be printed on dyslexia friendly paper for those parents who require it.  Add sizing icon to school website to support visitors to the site with visual impairment.	September 2019	RM, SF	All parents will access information in the most appropriate way for them.  Parents / carers with additional needs to receive all relevant information.  All visitors to the school website will access information in the most appropriate way for them.	Impact to be monitored against dyslexia friendly criteria.