

Accessibility Plan/Disability Equality Scheme

Portobello Primary School



Accessibility Plan/Disability Equality Scheme

School name: Portobello Primary School

3 year period of the plan: January 2023 – January 2027

1 Vision, Values and Ethos

Portobello Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.

By promoting a positive attitude towards disabled people, we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve disabled people in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of their potential and feel valued as an individual who can contribute to the life of our school and society in general.

We promote:

- pupil self-confidence so that each pupil develops a sense of personal worth and is confident in his/her ability to succeed.
- relationships to help pupils develop good relations with others, based on mutual respect and consideration, and an understanding of, and a tolerance towards various races, religions and cultures.
- co-operation to develop pupils' abilities in contributing as members of groups and recognising their responsibilities.
- self discipline so that pupils understand the need for high standards of behaviour and to develop responsibility towards people and property.

2 The legal context

The 2010 Equality Act and the 1995 Disability Discrimination Act (DDA) introduced a duty, which applies to all schools, which sets out a general duty to promote disability and a specific duty to publish an

accessibility plan. It requires schools to be more proactive in their approach to promoting disability equality and eliminating discrimination. Our definition of disability defines a disabled person as someone who has:

'a physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

This definition covers a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability only if the effect is on a person's ability to carry out normal day-to-day activities. See *Appendix D* for a list of impairments that would effect normal day-to-day activities.

The duty puts greater focus on approaches to policy development and management of issues in relation to disability.

Part 4 of the DDA requires that the governing body increase access to education for disabled pupils. Our school has produced with this scheme an Accessibility Plan, which identifies actions based on our self-evaluation that will promote opportunities for participating in curriculum; accessing the building and services and delivery of information to pupils and adults. See *Appendices A, C and D*.

3 Involvement of pupils, staff, parent/carers, governors, agencies and service providers

A working group representing the views of disabled people are fulfilling our statutory duty to involve disabled people in the production of this disability equality scheme (DES). This group consists of:

- Carly Lockhart- SENDCO
- Michelle O'Connor Governor
- Sarah Lillie – TA and Governor
- Jill Lister - SBM

Pupils in our school, including our school council, have provided their views to the group on accessibility issues and the provision they are receiving. See *Appendix B*. From the Annual Review of EHCP we collate pupil and parent views to inform our scheme. Through respectful relationships with disabled pupils we would acknowledge their feelings and respond to their views.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments.

We will seek to record views of external agencies, voluntary groups and services we procure to make adjustments and inform our disability equality scheme.

4 Information Gathering in relation to the recruitment, development and retention of disabled employees

Portobello Primary school will follow local authority guidance on the collecting of information on disabled employees and the recruitment of new staff. This information will be available on the local authority school staffing database. It will be analysed by our school to show where disabled staff are deployed across the school. Other areas of analysis will cover: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff who voluntarily provide information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the local authority agreed policies on sickness and returning to work. Our school would seek to contact the 'Access to work' scheme to explore possible support to staff if required during their employment.

5 The educational opportunities available to, and achievements of, disabled pupils

The school maintains a pupil tracking system, which provides current data for analysis on pupil attainment and achievement. This system also provides specific information on pupil disability and attainment. Pupils with a disability will be registered on admission to Portobello Primary school. Information will be collected through the transfer of records from previous schools, the local authority and parents to ascertain pupil needs and levels of attainment and achievement in order that consideration be given to provision and access to curriculum. Further detail is available in our school's SEND and Admissions Policies.

In order that pupils can have full access to the curriculum the school will provide priorities in the school Accessibility plan which will address giving pupils greater participation in the curriculum if they have a disability.

Consideration will be given to the management of pupils with medical needs and their care plans to access the curriculum.

The following questions would be considered to identify priorities:

- Are there areas of the curriculum to which a disabled pupil has limited or no access?
- Are pupils fully participating in extra-curricular activities?
- How are we addressing those areas of the school building that are not accessible to disabled pupils, staff or others?
- What forms of communication can we provide for pupils and adults?
- Does our written information allow greater access to the curriculum and information on our school?
- Are we monitoring policies and practice? e.g. administration of medicines, staff development on inclusion areas, incidents that may affect disabled pupils

Further questions are in Appendix C.

6 Impact, reviewing and reporting our scheme

The scheme will be monitored by the governing body and will be reviewed annually with the SEND policy and Accessibility Plan. The review of the scheme will cover:

- Information on attainment and achievement for those pupils with a disability.
- Current pupils, staffing and others who are registered with a disability.
- A record of the progress made against the school accessibility plan.
- Adjustments that are to be considered in the school SEND policy which would cover staffing and provision.
- Priorities that would be included in updating the SSE and school improvement plan.

Our scheme is reported on annually to the governing body. See *Appendix C* for further questions that may be used by the governing body to assess the quality of the scheme.

Appendices

Appendix A

Accessibility Plan and Disability Equality Scheme Activities

Appendix B

Pupil views primary

Appendix C

The Equality Act 2010 definition of disability

Appendix A:
Accessibility Plan & Disability Equality Scheme Activities
School: Portobello Community Primary School Date: 2021-2024



| Activities | Resources | Date achieved | Responsible | Outcomes |
|--|--|----------------------------|---|---|
| Leading and monitoring the disability equality scheme | | | | |
| Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them | Staff meetings Governing Body meetings | 2022 – Annual Review Cycle | <ul style="list-style-type: none"> Governing Body Head Teacher SENDCo All staff | <ul style="list-style-type: none"> All policies reflect our school's vision and values |
| Create an accurate database of pupils, staff and parents / carers with identified disabilities | Staff meetings Update SIMS periodically (at termly Census) | Ongoing | <ul style="list-style-type: none"> Governing Body Head Teacher | <ul style="list-style-type: none"> Database accurate |
| Ensure accurate information held in SIMS | Time during staff meeting to identify all disabilities | Ongoing | <ul style="list-style-type: none"> Jill Lister Head Teacher | <ul style="list-style-type: none"> All school staff have up-to-date information |
| Ensure staff are able to meet identified needs | CPD updated regularly | Ongoing | <ul style="list-style-type: none"> Head Teacher SENDCo All staff | <ul style="list-style-type: none"> All staff can meet the needs of the children in their class |
| Survey views of SEND people and their families to identify key actions to promote greater inclusion | Questionnaires to parents/carers, pupils and staff | Ongoing | <ul style="list-style-type: none"> Head Teacher SENDCo All staff | <ul style="list-style-type: none"> All are aware of needs to help ensure and promote greater inclusion |
| Ensure all staff are inducted in how they can promote and support inclusion | Induction meetings Teacher transition meetings Staff meetings SEN monthly updates | Ongoing | <ul style="list-style-type: none"> Head Teacher SENDCo All staff | <ul style="list-style-type: none"> All staff can meet the needs of the children in their class |



Appendix A:
Accessibility Plan & Disability Equality Scheme Activities
School: Portobello Community Primary School Date: 2021-2024

| Monitor and review the plan on an annual basis | Accessibility Plan | Ongoing | <ul style="list-style-type: none"> Governing Body Head Teacher SENDCo All staff | |
|--|--|-----------------------------|---|--|
| Promoting curriculum access for disabled pupils and adults | | | | |
| Pupils with disabilities can access ICT | Ensure all children included in all activities and clubs etc, additional equipment provided where necessary. | Oct' 15 onwards and ongoing | <ul style="list-style-type: none"> Class Teachers Head Teacher SENDCo | All children and adults can access the full range of ICT |
| School visits are made accessible to all pupils irrespective of attainment and impairment | Risk assessments Pre visit visits Liaison with visit providers | Ongoing | <ul style="list-style-type: none"> Head Teacher Teaching staff | All children access all visits |
| Pupils with disabilities are encouraged to take part in music, drama and physical activities | All activities accessible Risk assessments | Ongoing | <ul style="list-style-type: none"> Governing Body Head Teacher Teaching staff | All children able to access music, drama and physical activities |
| Training for support staff on SEND | Staff Meetings CPD updated regularly | Ongoing | <ul style="list-style-type: none"> Class Teachers Head Teacher SENDCo | All staff can meet the needs of the children |
| Improving the quality of information for and about disabled pupils and adults | | | | |
| Provide information in a range of formats, including website access | Disabilities identified on child's admittance Specific arrangements made to meet identified needs | Ongoing | <ul style="list-style-type: none"> Jill Lister Head Teacher SENDCo | All able to access information from school |

Appendix A:
Accessibility Plan & Disability Equality Scheme Activities
School: Portobello Community Primary School Date: 2021-2024



| | | | | |
|---|--|---------|---|--|
| Ensure that parents / carers who have a disability can receive information and reports by an alternative method | Disabilities identified on child's admittance Specific arrangements made to meet identified needs | Ongoing | <ul style="list-style-type: none"> Jill Lister Head Teacher SENDCo All staff | All able to access information from school |
| Improving the physical environment of the school and its services | | | | |
| Ensure that pupils in wheelchairs can move around the school without experiencing barriers | Governors Annual H & S meeting Staff meetings Key stage meetings | Ongoing | <ul style="list-style-type: none"> Head Teacher Governing Body Business Manager Caretaker | All able to access all areas |
| Provide pathways to travel around the site | Governors Annual H & S meeting Staff meetings Key stage meetings | Ongoing | <ul style="list-style-type: none"> Head Teacher Governing Body Business Manager Caretaker | All able to access all areas |
| Ensure signage around the site is user-friendly and up to date | Staff meetings Key stage meetings H&S meetings | Ongoing | <ul style="list-style-type: none"> Head Teacher Business Manager Caretaker All staff | All areas accessible to all |

Appendix A:
 Accessibility Plan & Disability Equality Scheme Activities
 School: Portobello Community Primary School Date: 2021-2024



| | | | | |
|--|--|---------|--|--|
| Ensure Emergency Evacuation covers pupils and adults with a disability | Ensure PEEPs are in place and updated as and when necessary. | Ongoing | <ul style="list-style-type: none"> • SENDCo • Head Teacher | All able to evacuate the building safely |
|--|--|---------|--|--|

Appendix B: Example Pupil Views on Meeting My Needs – Primary

Portobello Primary School
Pupil Questionnaire - Spring 2022
Carly Lockhart - SENDCo

Creating Confidence, Empowering Excellence, Igniting Independence



Name _____

1. I think school is:

☐☐☐

2. When things are hard, I can get help from?

No one

My Friends

My teacher

A teaching assistant

Other

☐☐☐☐☐

3. The subject I like the most is ... (explain why)



4. The subject I find the hardest is ... (explain why)

5. If I am stuck, I can ...







































Appendix B: Example Pupil Views on Meeting My Needs – Primary

Portobello Primary School
Pupil Questionnaire – Spring 2022
Carly Lockhart – SENDCo

Creating Confidence, Empowering Excellence, Igniting Independence



6. How I feel at different times?

| | | |
|--|--|--|
| Classroom    | Playing outside    | Dinner in the hall    |
| Sitting by myself    | Sitting with a partner    | Doing an activity out of class    |
| Being in class with my teacher    | Working in the library    | Working in the meeting room    |
| Reading with an adult    | Using an iPad/laptop    | Doing home-learning at home    |

7. Do you feel supported at school?



Yes

Mostly

Sometimes

No

Don't Know

☐
☐
☐
☐
☐

8. Do you feel safe at school?

Yes

Mostly

Sometimes

No

Don't Know

☐
☐
☐
☐
☐

7. If you could change anything at Portobello, what would it be?



The Equality Act 2010 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.’

Definition of the terms:

- a physical impairment includes sensory impairments
- mental impairment includes learning difficulties and impairment resulting from or consisting of mental illness
- substantial means more than minor or trivial; and
- long-term is defined as 12 months or more.

Things that would effect day-to-day activities:

- 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

