Ysgol Y Lawnt

Disability Equality Scheme
Accessibility Plan
Mission Statement

At Ysgol Y Lawnt we are committed to ensuring equality of education and opportunity for disabled pupils, 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 disabled pupils and students 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. At Ysgol Y Lawnt we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Check list 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 are trends or patterns in the data that may require additional action?

☑ Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies 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 Deaf Awareness week 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 the election of parent governors open to candidates and voters who are disabled?
- ✓
- ✓ The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff have been made aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Ysgol Y Lawnt will actively consult with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Ysgol Y Lawnt will draw up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan will shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

Good practice examples

The following examples were gathered from Special Educational Needs Co-ordinators at various schools, and provide good practice suggestions on how disability equality can be promoted in a school environment.

- Promoting equality of opportunity between disabled people and other people.
    - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
    - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.

- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
    - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
    - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.

- Promoting positive attitudes towards disabled people.
    - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

- Promoting positive attitudes towards disabled people (continued)
    - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
    - At schools with specialist units, staff have successfully raised awareness about disability by going to talk to pupils from the mainstream school.

- Encouraging participation in public life by disabled people.
    - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

Accessibility Plan

The Governing Body of Ysgol y Lawnt is required by law to produce an Accessibility Plan under the Disability Discrimination Act 1995 (as amended by the Special Needs and Disability Act of 2001) DDA. Part 1V. DDA, Part III. Planning Access to increase Access to Schools for Disabled Pupils – NAW Circular 15/2004.
We aim to be an inclusive, learning school serving a learning community. That learning community comprises children, members of staff, parents, and governors as well as members of the wider community who may come into our school. We strive to create effective lifelong learners. We value all learners whatever their gender, age, religion, race, ability or disability. We have a strong tradition of seeing ourselves as an inclusive school.

A number of our pupils have challenging learning needs but we seek to meet these needs through the use of an appropriate and differentiated curriculum, additional learning resources and modifications to the structure of the school building where necessary. However we recognise that the most important factor in ensuring that we meet the needs of all learners in our care is a positive attitude and the desire to make things work. There will never be enough money or resources to meet all of our aims and objectives as effectively as we would want. A positive attitude and a desire to make things work for all our learners cost nothing – but is priceless.

Ysgol y Lawnt

School Disability Accessibility Plan 2022-2023

This Audit has been undertaken to check our compliance with the requirements of the Disability Discrimination Act 1995 and the DDA 1995 Part 4 as amended by the Special Educational Needs and Disability Act 2001, (taking full notice of the Code of Practice for Schools, Disability Rights Commission, 2002).

Targets	Strategies	Outcome	Time Frame	Goals Achieved
Raise awareness of legislation and obligations regarding disabled pupils among staff and governors	Organise training sessions for staff and governors	Staff and governors receive training		Staff and governors aware and better informed of issues relating to disability School has an inclusive ethos
Ensure that school policies, schemes of work do not contain discriminatory phrases and that equal opportunities are mentioned in the school prospectus	Audit existing policies /procedures and schemes of work.	School policies / procedures re-written if necessary		All school documentation reflects equal opportunities for all

Ensure that the procedures for administration of medicines to pupils are in line with local guidelines	Audit current need of pupils and staff Re-write job descriptions as necessary	Health Care plans in place for all pupils who require medication in school Appropriate training provided to staff where necessary	Ongoing	Pupils, staff and parents / carers confident that correct procedures are followed
Improve physical access in line with LEA Accessibility Strategy.	Audit current and future needs including info. from Building Accessibility Appraisal	Physical adaptations carried out when appropriate and necessary	Ongoing	Physical access for all
Targets	**Strategies**	**Outcome**	**Time Frame**	**Goals Achieved**
To ascertain the need among parents/carers whether information is required in alternative formats	Include a sentence in all correspondence sent to parents/carers asking if they require written materials available in different formats. Liaise with staff from LEA to ensure that parent/carer needs can be met	School able to provide written information in alternative formats when required Improved school / home links for disabled parents / carers and pupils	Ongoing	Parental satisfaction

To ascertain the need for reasonable adjustments to be made for visits to school by parents/carers e.g. concerts, consultation evenings	Include a question on all letters when inviting parents / carers to attend school functions. e.g.' Do you have any special requirements which we need to consider?'	The school able to make reasonable adjustments to enable disabled parents / carers to visit school	Ongoing	Parents / carers with disabilities able to visit the school
To inform the LEA in advance with as much notice as possible when pupils with disabilities transfer to/from the school	Contact LEA giving appropriate details ASAP	LEAs capacity to prioritise physical adaptations to school improved	Ongoing	Physical accessibility of school improved
To identify training needs of staff on differentiating the curriculum	Audit current training needs of staff and include findings in SDP	Teachers and teaching assistants able to fully meet the requirements of disabled children with regards to accessing the curriculum	When such circumstances arise.	Increase in access to the National Curriculum
Targets	**Strategies**	**Outcome**	**Time Frame**	**Goals Achieved**

To ensure the safety of pupils and staff during school trips / extra curricular activities/ leisure sporting and cultural visits	Contact Health and Safety Executive for advice. Complete RA on Evolve. Provide training for staff to carry out risk assessments	Pupils with disabilities able to take part in all school activities	Ongoing	Increase in access to the whole curriculum
Develop the use of ICT to enable pupils with disabilities to access the curriculum when appropriate	Audit training needs of staff Explore suitable ICT software Request advice from ICT CDO	Pupils with disabilities able to access the curriculum	Ongoing	Increase in access to the whole curriculum
To provide a designated parking space for visitors with disabilities	Consult with Premises Management Officer i.e. Headteacher	Designated parking area provided	Ongoing	Increased physical access for disabled visitors
During refurbishment of school building ensure that works carried out comply with Disability requirements	Consult with appropriate staff – including premises management officer, staff from SENCOM	Work on improving the environment for disabled pupils carried out as appropriate	Ongoing	School environment improved for disabled pupils

Targets	Strategies	Outcome	Time Frame	Goals Achieved
Ensure that the learning needs of disabled pupils are met within the classroom	Classroom observations, tracking pupil progress, consulting with pupils and parents/carers as and when appropriate	Progress and achievements of disabled pupils in line with that of all pupils	Ongoing	Equality of opportunity
IDP targets used by classroom staff and understanding of additional time requirements in practical work understood and planned for.	TA's have regular meetings with class teacher	TA staff are aware of necessary pupil support	Ongoing	Pupil progress and IDP targets achieved

Action number	Actions in place
1.	Hearing Loop System in Reception Office
2.	All members of staff wear microphones in the classroom and on the school yard.
3.	Blinds on all windows to help visually impaired pupils regulate light.
4.	Lighting systems in place over staircases.
5.	Emergency lighting in place around the school.
6.	Edge of steps painted yellow.
7.	Ramp in place to classrooms at front of school and to the cabins at rear of school.
8.	Disabled toilets in main building and in the cabins at rear of school.
9.	Low level walls painted with bright colours.
10.	Metal raisings painted with bright colours.
11.	Accessible entrance point to front and rear of school.
12.	Accessible reception area to front of school.
13.	Accessible parking to front and rear of school for disabled pupils, staff or visitors.
14.	Parents evenings / concerts held in the school hall – ease of access for all parents / guardians.
15.	Events at school – ease of access via the main entrance to school yard where most activities take place.

Action number	Actions to be considered if required in the future	Action
1.	Disabled access to classrooms	Consideration will be taken into account for pupils with disabilities that might need to use a wheelchair / Z-frame for ease of movement around the school. Junior classes might have to be relocated to the ground floor level.
2.	Visually impaired pupils	Consideration will be taken into account for pupils who are visually impaired – Individual RA's will be carried out and re-location of classrooms will always be considered.
3.	School trips and residential activities	RA's will be completed upon speaking to the service provider and SMT will consider whether the activity is

		inclusive for individual pupils. If this is not the case, alternative provision / trips will be considered.

Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.