

**Accessibility Plan Including
Disability Equality Scheme**

Adopted: Summer 2023
Reviewed :
Next review: Summer 2026

VISION:	AIM:	RIGHTS RESPECTING SCHOOLS (RRS)	OUR RESPONSIBILITIES – SCHOOL CHARTER OUR RESPONSIBILITIES
<ul style="list-style-type: none"> We all work together to achieve the best we can We learn in fun and challenging ways We have a happy, safe and exciting school to make us proud We value and care for everyone and everything 	<p>Children are successful at Tillingbourne School because they are:</p> <ul style="list-style-type: none"> Caring, Curious Confident Aspirational Resilient Responsible 	<p>FOCUS RIGHTS</p> <ul style="list-style-type: none"> The right to learn The right to be heard The right to be me 	<ul style="list-style-type: none"> always do our best respect the rights of others look after our learning environment and the world around us

Disability Discrimination Act

The duty to promote disability equality, or the **general duty** (of the Equality Act 2010), requires all schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and others
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people’s participation in public life
- take steps to take into account people’s disabilities, even where that involves more favourable treatment.

Our Disability Equality Scheme will outline how we will fulfil this duty and include a set of specific, measurable, achievable, realistic and time bonded targets in the form of an action plan.

Tillingbourne School endeavours to ensure that all members of the school community, regardless of gender, race, background, religion or ability, are enabled to take full advantage of the opportunities offered by the school without being deterred by stereotyping or fear of ridicule. Our aim is supported by our commitment to being a Rights Respecting School. We strive for our children to fully understand the consequences of their actions; they discuss relevant subjects linked to local and world events, including extremism and radicalisation. They understand well the wide range of faiths and cultures found in modern Britain and advocate the need for tolerance and acceptance.’

School Context

Tillingbourne is a larger than average, three form entry Junior school. We draw from a wide catchment of local villages and infant schools. We have extensive grounds and generous building space which provides flexible of learning environments to support the needs of all pupils. The school is fully accessible by ramp and there is a lift in the main building. .Extra rooms in both

buildings facilitate group and individual learning spaces with specialist support from SEN teachers, HLTAs and TAs. The curriculum is carefully reviewed with a strong emphasis on setting suitable challenges for all pupils and ensuring that children are inspired to do their best.

School's Duty

The governing body has a duty to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- produce and publish a **Disability Equality Scheme** to show how they will meet these duties.

The Disability Equality Scheme

The governing body is required to plan to increase access to education for disabled pupils in three ways, by:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

THE DISABILITY EQUALITY SCHEME

Name of School: Tillingbourne Junior School

Three Year Period Covered by Plan: 2018 -21

School's Aims and Values

Children are successful at Tillingbourne School because they are:

Caring, Curious, Confident,

Our children are inspired to be inquisitive and motivated learners who explore, investigate and engage with a broad range of learning experiences. We have a shared understanding of where our children are going and the steps along the way. We recognise and celebrate successes, both large and small in all aspects of a child's growth and development. Every child in our school is valued for who they are. Our thorough knowledge of each child ensures that children learn through appropriate challenge and support so they are confident and motivated learners.

Aspirational, Resilient and Responsible

Our children achieve well. They apply and further develop literacy and numeracy skills through a vibrant, purposeful and skills based curriculum. Our children learn to be resilient learners through a broad range of sporting, artistic, scientific, and technological activities. Each child has the opportunity to develop who they are and who they want to be. We understand excellence and set rigorous yet achievable goals.

Our children become increasingly active participants in their own learning. They are taught to develop skills of self-evaluation and understand the importance of taking responsibility for their own learning and for their actions. Our children are part of a learning community where the individual is important but that the needs of the individual are best met within a nurturing and mutually supportive community which we all have a responsibility towards. Respect for others and for themselves is developed through understanding about the rights of individuals and gaining awareness of similarities and differences which we learn from and celebrate. Children are taught about local, national and international communities so that they leave us ready to engage with the next stage of their education and ultimately into the wider world as rounded citizens.

At Tillingbourne Junior School we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. We are proud to be an inclusive community that is committed to removing barriers for all pupils so that they will be offered the maximum opportunities to achieve their potential whilst feeling safe and supported. Our resources are committed to eliminating all forms of discrimination, harassment and bullying and to promoting good relations across the school community.

The achievement of all pupils and students will be monitored on the basis of disability and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. Tillingbourne Junior School aims to identify and remove barriers to disabled pupils in every area of school life.

Tillingbourne Junior School our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

At Tillingbourne Junior School we will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

Roles and Responsibilities

School Governors are responsible for:

- Making sure the school complies with current equality legislation
- Making sure this policy and its procedures are followed

The Headteacher/Leadership Team are responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers are aware of it
- Making sure procedures are followed
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination
- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)

- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc)
- Monitoring suspensions
- Making sure that equality underpins all school policies for example gender free school uniform which offers a broad choice of clothing

All school staff are responsible for:

- Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- Promoting equality and avoiding discrimination against anyone
- Keeping up to date with the law on discrimination and taking training and learning opportunities

Pupils are responsible for:

- Keeping equality and diversity issues on the School Council and Pupil Associate Governor agenda. This includes developing the Code of Conduct and class charters which challenge discriminatory behaviour

Parents/Carers are responsible for:

- Keeping equality and diversity issues on the Parent Teacher Association agenda
- Supporting the school in its commitment to the principles, aims and objectives underlying the Equality Policy
- Encouraging pupils to show respectful and positive attitudes towards all members of the school community regardless of sex, disability, religion or belief and social background.

Visitors and contractors are responsible for:

- Knowing and following our equality policy
- Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.
- Responsibilities include:
 - Coordinating and monitoring work on equality issues
 - In conjunction with the Leadership Team, dealing with and monitoring reports of harassment (including racist and homophobic incidents)
 - In conjunction with the Assessment Coordinator, monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc)
 - In conjunction with the Leadership Team, monitoring exclusions

This Disability and Equality Scheme links to other specific policies and action plans that the school produces including the School Development Plan and Accessibility Plan.

This Disability Equality Scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. **Promoting disability and equality and raising the achievement of disabled pupils is the responsibility of the whole school staff.**

Introduction to this Disability Equality Scheme will be included in our induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

The Headteacher, Leadership team and all staff will promote disability and equality and raising the achievement of disabled pupils and seek at all times to improve equality of access for all to the curriculum. They will review measures and attainment annually.

The governing body will review this policy every three years and ensure that measures are in place to impact positively.

Pupils will be made aware of the expectations and rights of those with disabilities and be expected to positively support these individuals.

Parents and carers will support the school community in the above aims.

Training

All staff and governors will receive training on the Disability and Equality Scheme and their responsibilities under it as part of the induction process

All pupils will be given an overview of the scheme following its formal adoption and will be given instruction around their responsibilities.

Breach of the Policy

Measures will be taken according to the breach of policy as agreed by the staff, Headteacher and/ or governors as appropriate

ACCESS ACTION PLAN Review annually

Focus	Targets	Task	Lead by	Monitoring	When	Success criteria	
Promoting equality of opportunity	Review participation, progress and staff and pupil census data annually to ensure equality of opportunity for those with disabilities	To create Pupil Profile in line to ensure pupil voice	Send co	Governors	ongoing	Full participation in all learning opportunities	
Eliminating discrimination	Issues of discrimination in will be dealt with under the Behaviour Improvement Policy, Teaching and Learning policy and other relevant policies. Positive steps shall be taken within the PSHE provision Single Equality Scheme in place	Timetable to review relevant policies Review racist incident report / CPOMS behaviour log staff awareness raised	HT	Governors	Termly	Issues mentioned in equality policy are taught Assembly themes include equality issues Patterns in CPOMS of behaviour incidents reflect equality	Assemblies include equality issues Beh incidents recorded and analysed Govs monitor all serious incidents through reports sent at the time. Beh logs are monitored twice yearly
Eliminating harassment	Issues of discrimination will	Monitor and analyse data	HT	Governors	Termly	Low level of incidents	Governors meetings include

	be dealt with under the Behaviour Improvement Policy, Teaching and Learning policy and other relevant policies	Review relevant policies Review racist incident report / CPOMS behaviour log staff awareness raised				Prompt and consistent response if incidents occur	report on racist incidents / bullying. CPOMS log has been monitored but is due for a second monitoring review by gov's
Promoting positive attitudes	Whole school involvement in Rights Respecting Schools including parents and governors. Assemblies theme are mapped. Curriculum monitored for diversity. Positive attitudes are developed.	Check Plans Review relevant policies Build opportunities into curriculum and assemblies to celebrate achievement	Leadership team	HT Governors	Termly	Maintain Rights respecting Schools Gold Award	Rights respecting recognition of commitment award achieved
Encouraging participation in public life	We review participation, progress and staff and pupil census data annually to ensure equality of opportunity	Pupil Profile	Leadership team	HT Governors	Summer 23 ongoing	SEND represented in School council / Pupil voice –	All pupil voice committees include a range of children

Taking steps to meet disabled people's needs even if this requires more favourable treatment	Develop school teaching and learning, the environment and any other relevant areas as required	Take stakeholders views. Review our PSHE provision, access plan. Maintain lifts and ramps in place across school Maintain Yellow lines painted for visually impaired Access is secured for external visits and trips as much as possible	SEN DCO/ SBM	HT Governors	ongoing	Environment meets the needs of all pupils supporting access and integration	Maintain lifts and ramps in place across school Maintain Yellow lines painted for visually impaired Access is secured for external visits and trips as much as possible: achieved Access plan needs revision
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Appendices

CHECKLIST FOR SCHOOLS AND GOVERNORS (Appendix 1)

Information Gathering

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision?
- Is pupil achievement monitored by disability? Are there 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?
- Are disabled pupils given access to opportunities to participate in a range of activities, both in and outside of school hours?
- Is bullying and harassment of disabled pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of disability actively challenged in both the classroom environment and in the playground?
- Is the school environment as accessible and welcoming as possible to disabled people? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Are disabled parents/carers encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/family learning courses, and assemblies?
- Does the school take appropriate steps to meet disabled people's needs even if this requires more favourable treatment?

DEFINING DISABILITY (Appendix 2)

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as being disabled. 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.'

The definition covers a much larger group of children than most people think. A report from the Cabinet Office (2005) *Improving the Life Chances of Disabled People*, draws on estimates that suggest that about 772,000 children in the UK are disabled, equivalent to 7% of all children.

Definition of the terms:

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

Mental and physical impairments

The definition includes 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, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one 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.

Special educational needs and disability

Though the definition of disability comes from the DDA and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

School check list guidance

Evaluation

N.B. Schools will need to evaluate their scheme and discuss its effectiveness with their SIP and Ofsted when the school is inspected.

The scheme and the access plan will be reviewed annually in the Autumn term

Publication

N.B. Schools are required to publish their Disability Equality Scheme either as a separate document or part of other documents such as the SDP or the Equal Opportunities Plan.

Schools can publish a single document to serve as both the Accessibility Plan and their Disability Equality Plan.

The school must be able to produce a copy to anyone asking for it. **This policy will be available upon request from the school office.**

Reporting

N.B. Schools are required to report on their scheme annually.
The staff discussed this policy each Autumn to investigate ways to support equality. This will be shared with Governors, parents and Pupils each Autumn.

Reviewing and revising the scheme

N.B. Schools are required to review and revise their scheme every three years.
Schools may want to align their accessibility plan and their disability equality scheme so they produce a new scheme and plan at the same time.