

# CARDINAL ROAD INFANT and NURSERY

## SCHOOL



### Accessibility Equality Scheme

Written: Autumn 2008

Reviewed: Spring 2010, 2013, 2016, 2019, 2023,

Next Review: Spring 2026

Signed:

Date



# Disability Equality Scheme

## 1. School Ethos, Vision & Values

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

### 1.1 What do we understand by "disability"?

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

This school uses the "social model" of disability and recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole

See the Disability Rights Commission website or the SEND Code of Practice

This school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs.

### 1.2 Schools Strategic Priorities

The school is committed to social inclusion and all pupils being challenged.

## **1.3 Strengths & Areas for Consideration**

### **Strengths**

We are able to accommodate wheelchair access and the school has disabled toilets

We are an inclusive school and include the community

Pupils with SEND often have key roles in school performances

Pupils are supported by a member of staff for transition arrangements when appropriate

There are sound proof sliding doors in the Speech and Language Workshop

Blinds are installed in all classrooms reducing reflection from the whiteboard and screens

There is an induction loop installed in Reception

Signage is clear

Entry to the school for staff and visitors is by a biometric pad at an appropriate height

Staff receive specialist training to meet pupil's needs

Multi agency working ensures pupils access appropriate interventions and services

Safeguarding policies and procedures are in operation

Communication between parents/carers and SEND pupils is very good enabling partnership working

Parents/carers and pupils are given a voice at annual reviews

The governors are informed and take their responsibility in relation to inclusion very seriously

### **Areas for Consideration**

Expertise for specialist cases is not available on site

Ensuring space is made available for wheelchairs in large gatherings

Not all policies make reference to DDA

## **2. The General Duty**

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities

- promote positive attitudes towards disabled persons -This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.  
(DDA 2005 S.49A)

3. The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

We will take actions to increase access to the curriculum and participate in school life. e.g. to be a member of the school council.

We will consult and will take specific actions to promote accessibility and make the environment more disabled friendly, such as creating a quiet place, improving signage, etc.

We will take steps to ensure that children with disabilities can participate in lunchtime activities, school plays or school trips.

Disability equality is embedded in our school.

### **3.1 Involvement of Disabled People in Developing the Scheme**

We will endeavour to consult with disabled pupils, staff, parents and disabled members of the community who use school facilities and make appropriate adjustments.

We will involve disabled people where possible in developing an action plan, monitoring how the school carries out its duties and monitoring the progress of the action plan.

Our action plan includes definitive timescales so pupils and parents know what will happen, how and when.

We will include any disabled pupils in the scheme on an ongoing basis.

### 3.2 Developing a voice for disabled pupils, staff and parents/carers

We will encourage disabled pupils, staff and parents/carers to participate in public life.

### 3.3 The Governing Body

The Governing Body welcomes disabled persons as members.

### 3.4 Removing barriers

The school endeavours to make the school accessible to disabled pupils, staff, parents and carers

### 3.5 Disability in the Curriculum, including teaching and learning

We promote disability across the curriculum and present it in a positive light.

### 3.6 Eliminating harassment and bullying

We will not tolerate, bullying, harassment of disabled children and adults. It will be dealt with as written in our behaviour policy.

**a. Pupil Achievement** -Individual pupil progress is tracked and necessary steps are taken to address under performance including seeking advice from other professionals. Staff have high expectations for all pupils.

**b. Learning Opportunities** -All pupils are included in the curriculum and have quality learning opportunities. The curriculum is differentiated to support their learning and physical needs.

### 3.12 Reviewing/Monitoring

Review Date Spring 2026

Disability Equality Action Plan				
Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)
Continue to ensure clipboards are available for visitors to write on when necessary	Clipboards easily accessible	Clipboards provide a good writing surface for all <b>Impact:</b> <b>All of the community can write on a satisfactory surface if needed</b>	Ongoing	Office Staff

Purchase books for the library and resources ensuring disabled persons are depicted positively	Order books	Ensure that some library books include pictures of disabled persons <b>Impact:</b> <b>To encourage community cohesion</b>	Sum 23 - Spr 26	Library Coordinator Subject Leaders
Building Works	Ensure that the Disability regulations are adhered to for any building works that might take place	Disability act complied with <b>Impact:</b> <b>Accessibility compliant with regulations</b>	Sum 23 - Spr 26	HT and Premises Manager

Ensure that new purchases of PE equipment will also allow disability access if needed	Order PE equipment	All pupils able to participate in PE lessons <b>Impact: All pupils included and Every Child Matters addressed</b>	Sum 23 - Spr 26	PE Leader
Ensure there is a clear space in Reception for a wheel chair	Keep checking that the area has a clear space	Clear space identified in Reception <b>Impact: A welcoming inclusive school</b>	Sum 23 - Spr 26	Office Staff
Ensure there is a representation of disabled pupils on School Council (If applicable)	Positively discriminate to ensure representation of disabled pupils	Disabled pupils included <b>Impact: Disabled pupils have a voice</b>	Sum 23 - Spr 26	PSHCE Leader
Ensure After School Clubs can be accessed by all	All pupils able to attend	Pupils with disabilities attend after school clubs <b>Impact: All pupils valued and included</b>	Sum 23 - Spr 26	
Ensure all policies make reference to the DDA	Address when each policy is due for review	All policies make reference to DDA <b>Impact: Raised awareness</b>	Sum 23 - Spr 26	All staff responsible for policies
Access to the GEEP for visitors Write a PEEP for all staff and pupils whom this applies to	Ensure GEEP is shared with visitors who qualify	Visitors, staff and pupils know the evacuation procedures <b>Impact: Anxiety and risks reduced</b>	Sum 23 - Spr 26	

	Write PEEPS as and when needed			
Consult disabled members of the community	Ensure disabled members of the community are consulted	Views of disabled members of the community acted upon <b>Impact: Disabled members of the community are listened to</b>	Sum 23 - Spr 26	All staff involved in collecting views
Teach respect for persons with disabilities	Ensure pupils are made aware of the importance of showing respect for all	Pupils show respect for all <b>Impact: All members of the community valued</b>	Sum 23 - Spr 26	All staff
Space for meetings considered for disability access	Ensure access arrangements are appropriate for those attending the meeting	<b>Impact: All members of the community able to attend the meeting</b>	Sum 23 - Spr 26	Person organising the meeting

**Questionnaire to improve the environment**

**Name (Optional)**..... **Date**.....

**Does the school accommodate your needs?**

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**Can you make suggestions as to how we can make adjustments to make it better?**

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**What do you think the school does well to meet your needs?**

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**Thank you for finding the time to complete these questions**



