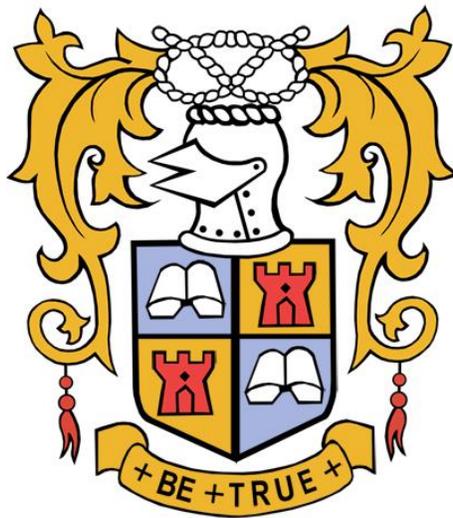


# **Wilnecote High School Co-operative Academy Trust**



## **Disability Equality Scheme and Access Plan 2014 - 2019**

Wilnecote High School

Disability Equality Scheme and Action Plan Audit (Aspects of data have been removed for confidentiality)

Disability	Physical Impairment	Sensory Impairment	Learning Difficulty and SpLD	Medical Condition	SEBD	Sp&L
Students						
Employees/Volunteers						
Parents/ Visitors						

## **WILNECOTE HIGH SCHOOL DISABILITY EQUALITY SCHEME AND ACCESS PLAN 2014 - 2019**

At Wilnecote High School we provide a secure, inclusive and purposeful environment. All our students, parents, staff and visitors feel valued and cared for.

This scheme will outline how we promote disability equality for all students, staff, parents and other users of our school.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had key duties towards disabled students, under Part 4 of the DDA:

**We intend** to make sure that

- We do not discriminate against anyone as outlined in the Disability Discrimination Act 1995
- We do not allow any form of harassment
- We promote positive attitudes towards all our students, parents, staff and visitors
- Everyone is encouraged to play an active part in our school environment
- To give each student an equal opportunity to fulfil their own potential, personally, socially and academically within a rewarding and stimulating environment.
- To provide all students with a broad, balanced and relevant education, which will enable them to develop the knowledge, skills and attitudes needed for life long learning.

### **What Do We Mean By Disabled?**

There is a **definition in the Disability Discrimination Act 1995**, which indicates that we consider someone to have a disability if he or she has *a physical or mental impairment or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities.*

Our school is located in a residential area encompassing a wide range of types of housing. There is a real sense of community in the area, and it is this as much as anything that gives the school its chance of building a positive local ethos.  
(see appendix A).

In November 2012, the school became a founding member of the Tame Valley Co-operative Learning Trust along with Dosthill Primary, Heathfields Infants, Manor Primary and Wilnecote Junior – a family of schools recently joined by Longwood and Thomas Barnes Primaries. We then became a Co-operative Academy in 2012.

The school has approximately 800 students on roll aged from 11-16. The school is divided into five year groups and also has a sixth form.

Our school offers good access to disabled users at the moment, but we are keen to find out how we can improve this.

## School building is

- Built on two levels and has provision for people with mobility difficulties to ensure they can get around easily. Ramps, lifts and wide doors are fitted and there are marked spaces for car users who need to park close to the building.
- We have toilet and shower facilities, which are suitable for disabled users of our school. Consideration has been made when choosing lighting, floor covering and ventilation.
- Students are provided with correct furniture and apparatus to improve their access to learning.
- There are facilities in science and design and technology areas, which are fully adjustable to accommodate pupils with physical disability.
- Our school was identified as a Pathways school for the Local Authority in 2003.
- Any further projects to develop the school buildings will take account of the needs of disabled students/staff and users of the school.

We review mobility and access issues relating to the building each year at the Governors meeting. The building and grounds will be improved to meet updated guidelines and any development will be done with consideration for disabled users.

## Collecting and Using Data Effectively

The data we collect and collate informs our school of developing patterns and trends. This information will be used to support the school's self review process and to inform future planning.

## Creating a list of pupils with learning difficulties and disabilities (LDD)

- We have created a list of students who have a disability that fits the description given in the Disability Discrimination Act 1995. We have included all the students on this list that also have a medical condition. This is now part of the school's data available to all staff (see appendix C)
- An audit of attendance and exclusions related to students on the LDD/SEN list is done termly (see appendix D).

The DES/AP is fully consistent with the schools Inclusion policy and SEN legislation. It will also be applied to other school policies i.e.

- Admissions
- Attendance
- Behaviour for learning
- Bullying
- Child Protection
- Differentiation
- Equal Opportunities
- Health & Safety
- Teaching and Learning

- All curriculum subject policies

### Curriculum Access

- We are a Dyslexia Friendly School – Full Status.
- Work sheets are differentiated by content.
- The school website and network are easy to access.
- Departments have key words on display.
- Differentiated timetables are available to meet students individual learning needs.
- Children are taught using a variety of teaching and learning methods as outlined in NC Inclusion statement.
- Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- Provision maps are written and updated every term.
- Advice is sought from our own Dyslexia Specialist who is part of the SEN team.
- Advice is sought from SENSS Advisory Teacher, Educational Psychologist, Autism Outreach and many other outside agencies to inform staff of the best ways to provide 'reasonable adjustments.'
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that all students are appropriately supported. Also teaching assistants are all trained in manual handling. Teaching Assistants regularly liaise with physiotherapists to deliver programmes of physiotherapy to the students.
- Analysis of Value Added figures helps school to see how effective extra support sessions, for students with specific learning needs, have been.
- Exam dispensation assessments are undertaken to ensure all students are given any support they are entitled to. These assessments will be undertaken prior to Yr10 to ensure that the support is in place for when it is needed.  
This may take the form of extra-time, a reading pen, scribe, prompts or rest breaks. When accessing this support the pupil will take their exams in a smaller room along with other students or individually with a TA.
- ICT is used as an aid where appropriate (e.g. use of Laptop).
- ICT suites are able to offer magnified screens, coloured backgrounds and text with suitable font and colour as well as auditory support for students.
- An audit of student performance in KS3 and KS4 SAT's is used to look for trends and areas which need improving.

(see appendix B)

### Developing the Scheme with as Many Views as Possible

To achieve a welcoming school for *everyone* it is important that all users of our school have chance to voice their thoughts. Where adjustments need to be made, the best people to inform about those adjustments are the people with the disabilities. Different groups within the school have offered their ideas.

We appreciate the range of views from all users of our school. This will help us to focus on removing the barriers so that all students feel they are able to participate fully in all the school activities.

This includes

- Being able to move around the building easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.
- Feeling that communication between home and school is always improving, and that school can think ahead to anticipate better ways to provide information for all students, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme – through training and 'awareness raising'.

### Communication Between Home and School

- School sends a Newsletter home every term available in print and also available on request as an email.
- We have facilities available for students and parents to use out of school hours if they have any concerns. This is checked every morning and action taken where necessary. .
- A phone call is made to parents of students on the LDD/SEN Data List before any written communication is sent out. There is always the offer to explain the reports sent home from outside agencies.
- All parents are offered the opportunity to speak to teachers to discuss students' progress. Written reports and interim reports are sent out annually.

Our school aims to remove any barriers that we find are making life more difficult for all people. These barriers may be lessened by making 'responsible adjustment' – to

- The building
- Learning and teaching styles
- Variety of methods of communication

### Communication with all the school's users

We aim to use a variety of communication methods

- Access to written information in the classroom is constantly being reviewed and information from disabled students and their parents is always valuable. Encouraging an increase in the use of text reading facilities on the computer.
- Parents are informed that there is a termly newsletter .
- For students on the LDD/SEN Data List, we do always make a phone call before sending any formal letters to parents, explaining the nature of the information and offering an opportunity to come into school and talk through the details.

The effectiveness of these adjustments will be monitored regularly and by asking all students of the school for their opinions regularly.

**Feedback** will come from

- Student interviews
  - Parent/guardian/carer questionnaire
  - Staff opinion at staff meetings.
  - Department/Faculty meetings
  - Learning Forum Leaders of Learning meetings.
  - Governors
  - Users of the school
- 
- Ideas **discussed** at staff Senior Leadership Meetings
  - Leading to **implementation**

#### Reviewing and Monitoring

We will review the Action Plan annually. Action will be taken where necessary.

We must always take account of all people's views and the information and data that we collect within our school. The revision will take place after three years – 2010.

#### Achievements of Disabled People

All students are encouraged to participate fully in school life. We will do our best to encourage other disabled users of the school to become actively involved creating a community for everyone.

## Appendix A

### Definition of Disability as written in the Disability Discrimination Act 1995

#### PART I

#### DISABILITY

*Meaning of 'disability' and 'disabled person'* 1. – (1) Subject to the provisions of Schedule 1, a person has a disability for the purpose of this Act if he has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

(2) In this Act 'disabled person' means a person who has a disability.

*Past disabilities* 2. – (1) The provision of this Part and Part II and III apply in relation to a person who has had a disability as they apply in relation to a person who has that disability.

(2) Those provisions are subject to the modification made by Schedule 2.

(3) Any regulations or order made under this Act may include provision with respect to person who have had a disability.

(4) In any proceedings under Part II or Part III of this Act, the question whether a person had a disability at a particular time ('the relevant time') shall be determined, for the purpose of this section, as if the provisions of, or made under, this Act in force when the act complained of was done had been in force at the relevant time.

(5) The relevant time may be a time before the passing of this Act.

#### Fuller Definition of Disability

The Disability Discrimination Act 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.*'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means '*more than minor or trivial.*' '*long-term*' means has lasted or is likely to last more than 12 months.

## APPENDIX A – continued

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments such as

- Dyslexia
- Autism
- Speech and language impairments
- Attention Deficit Hyperactivity Disorder (ADHD).

An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The effect on normal day-to-day activities is on **one or more of the following**:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing and eyesight
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

## Appendix B

### Based on the NC inclusion statement

**Learning objectives:** Inclusion is not necessarily about every student working on the same learning objectives as every other student in the class. Where necessary teachers should use earlier or later objectives for students who are out of step with their peers. They can then plan how to address these objectives through differentiated questioning, the support of a bilingual assistant and demonstration during whole class teaching, and through the work they plan for individuals and groups.

**Access:** Teachers should also be very aware that newly arrived students can work on the same learning objectives as others in the class, as long as the teacher plans access strategies to overcome a barrier between the student and the learning, for example if a barrier is lack of fluency in English explanation can be given in the student's first language, bilingual writing frames can be used and starter activities might include practice, processes or prompts (see useful weblinks).

**Teaching styles:** This means varying teaching styles to take account of the way in which different students learn, for example use of visual, auditory and kinaesthetic modalities, varying length of tasks and whether tasks are open or closed.

## Appendix C

**Disability Information will be Audited According to Type:**

<b>Type of Disability</b>	<b>Including</b>	
Physical Impairment	Mobility difficulties, limb malformation, missing limb	
Sensory Impairment	Sight and Hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty including SpLD	Dyslexia, dyspraxia, ADHD, ASD, Obsessive compulsive Disorder	
Medical Condition	Diabetes, Arthritis, Cancer, Depression and many other conditions which require long term treatment	
Social, Emotional and Behavioural Difficulties	Behaviour and emotional differences which impact daily life	
Speech and Language	Development delay or physical difficulties leading to Sp & L extra needs.	

## Appendix D

### LDD/SEN Data for Wilnecote High School

Surname	Forename	D.O.B.	Year Group	Disability	SEN Status	LDD/Need
				LD SpLD	SAP	
				LD	SAP	
				LD	SAP	
				LD SpLD, SpL	SAP	
				LD SpLD	SA	
				LD	SA	
				LD SpLD	SAP	
				LD DYSPRAXIA	SAP	
				M diabetic		
				LD	SAP	
				LD, M, SEBD, SpL	STATEMENT	
				SpL	SA	
				LD ADHD	SAP	
				LD SpLD	SAP	
				LD SpLD	SAP	
				ADHD SEBD	SAP	
				SEBD	SAP	
				S	SAP	
				LD SpLD	SAP	
				LD SpLD	SAP	
				LD SpLD	SAP	
				LD	SAP	
				LD SpLD	SAP	
				LD ASD	SAP	
				LD SpLD	SAP	
				LD M	SAP	

**Appendix D - continued**

				LD ADHD	SAP
				LD SpLD	SAP
				LD SpLD	SAP
				LD SpLD SEBD	SAP
				SEBD ADHD	SAP
				LD ADD, SpL	SAP
				LD SpLD	SAP
				LD	SAP
				LD ASD, SEBD	STATEMENT
				LD ASD	SAP
				LD SpLD	SAP

Actual Data removed for confidentiality

<b>DISABILITY</b>	<b>Y8</b>	<b>Y7</b>	<b>Y6</b>	<b>Y5</b>	<b>TOTAL</b>
<b>P</b>					
<b>S</b>					
<b>LD</b>					
<b>M</b>					
<b>SEBD</b>					
<b>SpL</b>					

Action	Success criteria	Lead person	Timescale	Review
Increase knowledge of disability and disability legislation	Disability awareness planned and Delivered to whole staff	SENCo SENSS P.D.T.A	Spring Term 2008	Feedback from staff
Undertake audit of School policies & procedures to establish baseline of present level of disability discrimination	Audit undertaken for DES/AP	SLT SENCo L of L	Summer 2008	Review of LDD/SEN Data List. Report to Governors'
Agree targets in three key areas and ensure that these are included within School Improvement Plan and that resources are identified to ensure their implementation	Targets agreed	SLT L of L	2008/09	SIP reviewed by Governors & SLT
Agree and formalise systematic procedures that collect views of reasonable adjustments by students with a disability, their parents/carers and advocates	Adapted student & parent surveys carried out	SLT	Summer 2008	Report to Governors' SLT
Agree and formalise systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended School services	DES/AP evaluation part of annual SIP evaluation and on-going SEF process. Annual report to Governors		Autumn 2008	Profile reported to Full Governing Body
Agree and formalise the systematic processes for evaluating the Impact of reasonable adjustments on cohorts with a disability and report annually to governors	DES/AP evaluation part of annual SIP evaluation and on-going SEF process. Annual report to Governors each March			
Raise staff awareness to allow all students to access school visits and other extra-curricular activities	All staff aware of requirements to ensure all students take part in visits etc.	SLT PD.TA	Spring 2008	Profile reported to Full Governing Body
Include aspects of Disability Equality in school assemblies	All staff, students, staff aware of Disability equality	SLT PT L of L	ongoing	Ongoing
Invite Parent Partnership to come to a coffee morning. To develop parental support and know where they can seek advice	Parents will be made aware of support available	SENCo SLT	After half term Summer'08	Autumn Term 2008
Revise Questionnaire to parents to include opportunity to raise access/disability issues.	Questionnaire will be constantly raising issues, regarding new legislation.	SLT	Spring Term	Spring Term 2008
Remind staff of National Curriculum Inclusion Statement. Circulate 'Reasonable Adjustments' Actively seek feedback from department/faculty meetings to share good practice relating to disability issues and data.	Department/faculties fully aware of DES/AP	SLT	Ongoing	Summer Term 2008
Every department/faculty to consider the effectiveness of their planning to show reasonable adjustments made.	Department/faculties regularly review effectiveness	L of L SLT	Spring '08 ongoing	Ongoing

Action	Success criteria	Lead person	Timescale	Review
Increase access to the curriculum by: <ul style="list-style-type: none"> <li>Support students in the transition between KS3 &amp; KS4</li> </ul>	Guidance given through involvement of SENCo/Learning Support Department/Pastoral Team, Year 7 Tutor	Phase Leaders	Ongoing	Meeting with staff involved Reports to Governors' SLT
<ul style="list-style-type: none"> <li>Implementation of Dyslexia Friendly techniques (displays, use of coloured paper, overlays, awareness)</li> </ul>	Achievement of Dyslexia Friendly Status Level One/Full status	SENCo SENSS SLT	Spring 2008	Ongoing
<ul style="list-style-type: none"> <li>Implementing buddy system, with trained students available for peer counselling</li> </ul>	Students support learning and improvement in all areas	Pastoral Team Year Tutors	Ongoing	Ongoing
<ul style="list-style-type: none"> <li>Checking readability of work sheets and amending them using tools in MSWord</li> <li>Producing some learning materials as pod-casts</li> </ul>	Staff guidance issued as part of staff handbook  Departments to produce one each	SENCo Heads of Department	Summer 2008	Heads of Department SLT
Maintain good access to building/all areas of school	Disability and access meeting	VT SENCo S.B.M. S.S.M PD service (Outreach)	Ongoing	Ongoing