**DisNorth Manchester Primary Federation (NMPF) – (Crab Lane & Crumpsall Lane Primary Schools)**

**Where items relate to a specific school, Crab Lane will be in blue and Crumpsall Lane will be in green**

**Disability Equality Scheme / Accessibility Plan**

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| **Date** | **Amended Page** | **Amendment Made** |
| **April 2020** | 1 | Introduction - It is the aim of the governing body to reflect the demographic makeup of the Federation through its members, ensuring the community is well represented, while maintaining a high level of skill and expertise to support effective governance. |
| **Dec 2020** |  | No amendments |
| **Sept 2021**  |  | No amendments  |
| **Sept 2022** |  |  |

**Introduction**

The Equality Act 2010 was introduced to draw together all anti-discriminatory law in relation to race, gender, sexuality and disability. One key section of this Act is dedicated to the rights of children with SEND. This makes it unlawful for any school to discriminate on the grounds of disability, race, sex, gender reassignment, religion or belief.

The Act requires schools to make ‘reasonable adjustments’ to support pupils with extra needs so that they are able to join in with as many school activities as possible.

It is the aim of the governing body to reflect the demographic makeup of the Federation through its members, ensuring the community is well represented, while maintaining a high level of skill and expertise to support effective governance.

**Accessibility Plan**

1. This Accessibility Plan is renewed annually.
2. This statement sets out the ways in which NMPF access education for students with a disability.
3. At NMPF, we strive to remove barriers to ensure that every person in our community can access and benefit from all aspects of school life regardless of race, creed, personal circumstances, health, gender or any impairment, temporary or permanent, mental or physical.
4. NMPF plans, over time, to increase the accessibility of provision for all students, staff and visitors to the Schools. The following areas will form the basis of the Accessibility Plan with relevant actions to:
	1. Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits.
	2. Improve access to the physical environment of the school.
	3. Improve the delivery of written information to students, staff, parents and visitors with disabilities.
5. Attached are action plans relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up for the following three-year period.
6. It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.
7. This Disability Equality Scheme / Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
	1. Health & Safety
	2. Special Needs / Medical
	3. Behaviour / Anti-bullying
	4. School Website
	5. Mission Statement
	6. Out of School Trips
8. The Schools will work in partnership with Manchester LA in developing and implementing this plan and will adopt in principle the ‘LA Strategy for Accessibility’.
9. This plan will be monitored by the governing Body of NMPF.

A significant number of pupils are included in definition. Certain public bodies: including schools are required to prepare a Disability Equality scheme (DES) setting out how the school is working to improve outcomes for its’ current pupils and staff with disabilities and is anticipatory of the needs of the generality of people with disabilities.

Both Schools and LA are required to plan for:

**Improving access to the physical environment of schools**

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings have to comply with the building Regulations and the Education (Schools Premises) Regulations 1999 and should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

**Increasing access for disabled students to the curriculum**

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. LAs may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools arrange of support services such as advice on teaching techniques, classroom management and curriculum material.

**Improving the delivery of written information to disabled students**

This covers planning to make written information normally provided by the School to its students available to disabled students. Information would take account of students’ disabilities and parents’ preferred formats and should be made available within a reasonable timescale. LA’s may help schools by organising central support services to provide information in alternative formats. LA’s may also encourage schools to share information and expertise. The LA must consult with schools and dioceses when preparing its accessibility strategy. LA’s and schools have a duty to review their strategies and plans, revise them if necessary, and to implement them. LA’s and schools should priorities resources for implementing their strategies and plans.

Maintained schools must make their plans publicly available on their website. LAs are required to make their strategies available for inspection to interested parties at reasonable times.

**Disability Equality Scheme**

Recognising that people with disabilities are more at risk of poor outcomes thank non-disabled people who are committed to improving the quality of life and life chances of disabled staff and pupils at NMPF and aim to maximise social inclusion by removing barriers to achievement for disabled pupils and staff.

This plan outlines how we will involve disabled pupils, employees, parents/carers, governors and members of the public in identifying barriers and in improving equality through adjusting and amending policies and practices. Achieving these actions will lead to improved outcomes and opportunities for all pupils and staff and NMPF as well as all others involved with our school community.

**Gathering information**

We will gather information from a variety of sources to enable the school to have a clear picture of how useful existing data is in producing relevant information about meeting the needs of its disabled pupils and staff. We will use a range of activities to enable the active engagement of disabled young people and adults at all stages of the process. The following are examples of activities we will be using:

Questionnaires

School Council and student bodies

Meetings

Emails

**Assessment of impact**

This plan is reviewed annually and the impact of the actions taken to adjust and amend the schools’ policies and practices will be assessed through the following outcomes:

Improved achievements for pupils with disabilities

Increased participation of pupils with disabilities in all activities and areas of the school life

Increased number of staff with disabilities in the school

Improved access to the school for people with disabilities

**Leadership and commitment**

NMPF has high ambitions for its disabled pupils, expects them to participate and achieve in every aspect of school life and is fully committed to achieving good outcomes for all its pupils.

NMPF makes all pupils, staff, parents/carers and visitors feel welcome and aims to identify and remove any barriers to people with disabilities.

NMPF is committed to equal opportunities and implementing the National Curriculum Inclusion Statement. This is demonstrated by the way we:

Set appropriate learning challenges and targets for all pupils

Are responsive to the diverse needs of pupils and staff

Overcome potential barriers to leaning and participation in all areas for individuals and groups of pupils.

**Action Plan for NMPF**

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| **Aim** | **Actions** | **Timescale** | **Measureable outcome** | **Lead** | **Organisations** |
| School has a clear understanding of the pupil population for whom school is planning by identifying those pupils with a disability defined under The Equality Act 2010 | Carry out audit of school population (SEND at end of year)Use existing data and admissions information to collate information on pupils with disabilities and medical needs.Use information from caseworker service about pupils with EHCPs who have disabilities and are to be admitted to school. | Ongoing throughout the time of the plan | School understands the pupil population and plans appropriately, tracking the achievement and participation of pupils with disabilities. | SENDCo | School NurseCase worker |
| School has clear information of patterns of attendance and exclusions of pupils with disabilities. | Collect information on levels of attendance and exclusion for pupils with disabilities compared to pupils without disabilities.Identify barriers to attendance.Identify reasons for exclusions | SEND audit | Improved attendance for pupils with disabilities. | Attendance leader |  |
| Improve outcomes and achievements for pupils with disabilities. | Use:Quality First TeachingMultiagency meetings- continued use of EP and SALTRange of evidence-based interventionsTeaching and learning review meetings to track progress and identify targets for improved achievement for pupils with disabilities. | Termly following assessment week findings – use target tracker | Improved outcomes and results for pupils with disabilities.Appropriate targets for pupils with disabilities. | Termly data analysis by English and maths leaders | SALT Specialist support |
| Assess accessibility re: physical environment for pupils with disabilities and for visitors. | Assessed as: Ramp with hand rail access to school and wide doors enable access to the ground floor.Identify pupils with temporary mobility difficulties (e.g., broken leg)– educate on ground floor and access lunchtime supervision on ground floor. | Review in 2020 unless earlier if necessary | Disabled parking available.Bench to provide rest.Wheelchairs and buggies are able to access the school building via a tarmac ramp.Disabled toileting facilities available.Loop system in entrance area for people with impaired hearing.External ramp from main entrance to lower playground. | Site manager |  |
| Pupils with disabilities participate in all areas of school life. | Identify barriers to participation in activities, on and off-site, to which pupils with disabilities have limited access.Identify pupils on trip risk assessment to consider adjustments. | Ongoing | Adjustments made enabling pupils with disabilities to participate in activities on and off site:School trips and visits.School clubs and activitiesSchool council | Class TeachersSENDCo |  |
| That all adults regardless of disclosed disabilities are included in all aspects of school life. | Ensure that anyone who has disclosed a disability has the same opportunities to participate in school life. | Ongoing | Retention of staff with disclosed disability | SENDCo | Staff with disabilities |
| People with disability are presented positively. | FM Genie hearing system for hearing impaired child. | Staff trained by Hearing Support ServiceOngoing | Greater understanding of hearing impairment and ability to communicate.Positive promotion of famous people with disability to provide children with positive role models | Staff in school | Contact various organisations to support learning as appropriate e.g. RNIBNational Deaf Children’s Society SENSE (deaf and blind)Inclusion service for hearing impairment and visually impaired. |
| Staff have clear understanding of the definition of disability and are aware of their duties and responsibilities | Staff informed of any children with disabilities and any plans/supportive processes in place. | Ongoing | Increase confidence in teaching pupils with disabilities and supporting them in all areas of school life. | SENDCo |  |
| Implement Disability disclosure opportunities so that school can ensure equal opportunities for disabled applicants. | Ensure application form gives opportunity to declare any provision required, to enable adjustment for recruitment and selection process and retention to provide same opportunity to all applicants.Pupil admission form asks for medical information. | Ongoing | Applications received from persons with disabilities | HeadteacherBusiness Manager |  |