

DDA 3 Year Plan

1. Introduction and aims:

We at Hopedale believe in providing every opportunity to develop children's, young people and adults full potential. All our children, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of life and the environment for children and prospective children, staff, parents/carers and visitors with a disability.

We offer wheelchair access and disabled toilet facilities.

In this scheme we will outline how we can promote disability equality for all disabled children, staff, parents/carers advisors and visitors to our school. We also have a duty to publish our Disability Equality Scheme and Accessibility Action Plan which explains how we are doing this now, and what we plan to do over the next three years.

2. Background:

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the proposals of Hopedale Children and Family Services Ltd to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- ✓ We do not treat disabled pupils less favourably for a reason related to their disability;
- ✓ We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ✓ We do not discriminate against anyone as explained in the DDA, 1995
- ✓ We do not allow any form of harassment of people with a disability
- ✓ We will promote positive attitudes towards anyone living with a disability
- ✓ We will remove barriers which may discourage disabled people from playing a full part in the life at Hopedale
- ✓ We will encourage full participation by everyone in our activities

Our accessibility action plan is resourced, implemented, reviewed and revised annually.

Attached is a set of action points showing how Hopedale will address the priorities identified in the plan.

3. Definitions of disability:

A person has a disability if he/she has a physical or mental impairment that is:

- ✓ **Substantial**
- ✓ **Long-term and**
- ✓ **Has an adverse effect on his/her ability to carry out normal every day activities**

A fuller set of definitions can be found in Appendix A

4. Principles:

- ✓ **Compliance with the above-mentioned legislation is consistent with Hopedale's aims, Equalities Policy and the operation of the school's Special Educational Needs (SEN) Policy.**
- ✓ **We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment**
- ✓ **When recruiting staff disabled people will not be discriminated against**
- ✓ **We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.**
- ✓ **We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum, underpinning the development of a more inclusive curriculum:**
 - **setting suitable learning challenges**
 - **responding to pupils' diverse learning needs**
 - **overcoming potential barriers to learning and assessment for individuals and groups of pupils**
 - **by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities**

5. Purpose and direction of the school's plan:

Hopedale's Disability Equality Scheme (DES) and Accessibility Action Plan (AAP) aim to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

6. Information from pupil data and school audit:

Information about the needs of disabled people will be gathered through:

- ✓ Pupil admission information
- ✓ Parental questionnaire
- ✓ Admissions data
- ✓ SEN reviews/statements
- ✓ Recruitment process
- ✓ Discussion with relevant medical professionals and other outside support agencies
- ✓ Care Plans
- ✓ Placement Plans

Achievements of disabled people will be gathered through:

- ✓ Data analysis (progress made and value added scores)
- ✓ Records of achievement
- ✓ Celebration assemblies, certificates, letters home, etc.

7. The main priorities in the plan:

- ✓ **Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum**

- ✓ **Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs**
- ✓ **Improve the accessibility of written information to disabled pupils, young people and adults**

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the building and grounds:

- ✓ Structured and supportive playtime and lunchtime activities such playground buddies
- ✓ Ensuring all adjustments to current buildings are DDA compliant
- ✓ Denote hazards for the visually impaired
- ✓ Flexibility of seating arrangements to suit need

(b) learning and teaching:

- ✓ We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- ✓ Academic progress is monitored and 'value added' considered
- ✓ Additional support (small group or 1:1) will be provided where possible
- ✓ Individual targets and IEPs ensure aptness of teaching and learning strategies
- ✓ Targets will be monitored regularly
- ✓ Targets and progress towards them will be reported to parents regularly
- ✓ Using B'Squared, we are able to track and analyse the achievement of all our pupils
- ✓ Review of policies in school is ongoing, including updates to the Preventing Bullying and PSHE & Citizenship policies

(c) communication methods

- ✓ Use of interactive technology
- ✓ Use of ICT resources by pupils
- ✓ Visual timetables for all pupils
- ✓ Newsletters to parents/carers
- ✓ Diary and news pages on the school website
- ✓ Informal discussions with parents/carers
- ✓ Telephone messages and conversations with parents/carers
- ✓ Most information is available electronically and can be converted to other appropriate formats

The effectiveness of these adjustments will be monitored regularly and the opinions of our school advisors canvassed. Feedback will come from:

- ✓ Pupil interviews
- ✓ School Council
- ✓ Parental questionnaires

- ✓ Staff opinions (teaching and non-teaching)
- ✓ School Advisors
- ✓ Other visitors and users of the school
- ✓ Outside Agencies

Monitoring and Impact Assessments

Hopedale will review the Action Plan annually during the summer term. We will measure the impact of any changes or initiatives on the quality of Hopedale life in its widest sense for those pupils on our disability register.

This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:

- ✓ Pupils interviews
- ✓ Increasing staff awareness
- ✓ Parental questionnaires
- ✓ Analysis of assessment data

The action plan will be evaluated and updated annually.

Formal review of the scheme will take place after three years

- ✓ The impact of all policies and practices on disability equality will be assessed at the time of review with the School Advisors and a review group which will include pupils with a disability.
- ✓ Hopedale will report on the scheme annually
- ✓ The scheme will be reviewed and revised as necessary (and on a three-year cycle)

Getting hold of the plan

- ✓ **The scheme will be available on the website and hard copies produced on request at the office.**

Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

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
- ADHD

An impairment does not in itself mean 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. Activities such as:

- 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.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence.

Disability information will be audited according to type:

Type of Disability	Including	Comments
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 Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	

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 on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	

ACTION PLAN FOR DISABILITY EQUALITY SCHEME

June 2012 – June 2015

	Activity/resources	Responsible	Timescale	Outcome
Collecting views to inform scheme	Collect views of Children on disability register through pupil interviews	AH, SD	By December 2012	All pupil views are gathered through school council, home visits and surveys.
	Send out/collect in questionnaires to parents/carers/Social Worker	CC	By December 2012	Surveys have been sent out to all parties.
	Revise new admissions pack to include questions for parents of children with disability	AH	By June 2013	Ongoing
	Collect views of disabled users of school with specific focus on reading letters and information sent home. Direct contact with known parents/carers	CC	By December 2012	All children have a weekly phone call that explains any information sent out and provides an opportunity for parents to discuss any concerns they may have. All parents are able to read and understand letters and information which is presented in a jargon free and clear manner.
	Consideration of collected stakeholders' views	AH, SD	By February 2013	Ongoing

Premises and Environment	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school	AH, SD, AM (H&S advisor)	By June 2012	Achieved
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	<p>Consider as part of the audit the provision of ramps, stair lifts and the provision of furniture and apparatus to improve access.</p>	<p>AH, SD, AM (H&S advisor)</p>	<p>June 2012 – June 2015</p>	<p>Ramp present at front entrance, provision of a lift would not be feasible due to the behaviour and special needs of the children in our care. A child with a physical disability would not be safe to attend school or live at Hopedale due to the significant risk from other highly violent residents and pupils.</p>
	<p>Plan for and act on the recommendations from the audit, as far as possible and reasonable within the budget. (Further actions to be developed following audit).</p>	<p>AH, SD, AM (H&S advisor) CC</p>	<p>June 2012 – June 2015</p>	<p>Ongoing</p>

Policies and Initiatives	Activity	Responsible	Timescale	Outcome
	Behaviour Policy Review	AH SD	June 2013	Ongoing
	Include information and key documents on website	CC	December 2012	Complete
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment or dyslexia	CC AH SD	December 2013	Ongoing
	Include aspects of Disability Equality in Curriculum	All Staff	December 2012	Disability is the diversity focus of the summer term 2013
	Increase awareness of and positive attitudes towards disability through the curriculum	All teachers	Ongoing, beginning September 2012	Disability is the diversity focus of the summer term 2013
	Conduct audit of the physical environment of the school and make recommendations for any necessary actions	AH, SD, AM (H&S Advisor) CC	Summer Term, 2013	Ongoing
	Review of other linked policies: SEN, Health and Safety, Equality and Diversity, Preventing bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Write impact statements	All staff	Ongoing	Ongoing

Using Data to develop	Activity	Responsible	Timescale	Outcome
	Devise Disability Register. (Pupils and staff)	CC	June 2012	Information added to the admissions database
	Establish method of collecting data using CASPA to analyse Academic Performance	AH SD	December 2013	Achieved and ongoing
Create class file with basic medical information for visiting/supply teachers (in Registers). Passed on and discussed with new teacher at the beginning of a new school year.	CC	Achieved and ongoing	Individual care files contain information of medical requirements, induction pack ascertains any medical issues of day pupils and is kept in their individual file.	

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	Activity	Responsible	Timescale	Outcome
Access to information and curriculum	Share good practice relating to disability issues and data	All staff	Ongoing	Ongoing
	Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments' made	AH SD	Termly, from June 2012	Planning is regularly reviewed and monitored by the SMT
	Review of resources and ICT provision with consideration to suitability and development of pupils on DR	All Staff	Needs Led	N/A
	Audit of staff training needs eg dyslexia awareness, Supporting communication (SALT)	CC	December 2013	Ongoing
	Provide alternative methods of communication for Children, Parents/carers and visitors with English as an additional Language.	CC	Ongoing	Ongoing – visual support available in classes and bi-lingual support worker employed to translate for parents.
	Provide supported communication through the use of Makaton or BSL	SD	Ongoing	Ongoing – support available in classes

ACTION PLAN FOR DISABILITY EQUALITY SCHEME

June 2015 – June 2018

	Activity/resources	Responsible	Timescale	Outcome
Collecting views to inform scheme	Collect views of Children on disability register through pupil interviews	AH, SD	Ongoing	All pupil views are gathered through school council, home visits and surveys.
	Send out/collect in questionnaires to parents/carers/Social Worker	SJC	Ongoing	Surveys have been sent out to all parties.
	Revise new admissions pack to include questions for parents of children with disability	AH	By September 2015	
	Collect views of disabled users of school with specific focus on reading letters and information sent home. Direct contact with known parents/carers	SJC	Ongoing	All children have a weekly phone call that explains any information sent out and provides an opportunity for parents to discuss any concerns they may have. All parents are able to read and understand letters and information which is presented in a jargon free and clear manner.
	Consideration of collected stakeholders' views	AH, SD	Ongoing	Ongoing

Premises and Environment	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school	AH, SD, AM (H&S advisor)	Ongoing	Health and safety checks are completed each month. The new building programme includes survey information.
	Include a form to check above information formally alongside the monthly health and safety checks.	CS, AE		
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the budget. (Further actions to be developed following audit).	AH, SD, AM (H&S advisor) CS	Ongoing	

Policies and initiatives	Activity	Responsible	Timescale	Outcome
	Behaviour Policy Review	AH SD	Yearly	
	Include information and key documents on website	CS	Ongoing	Complete
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment or dyslexia	AP SJC LG	September 2016	
	Include aspects of Disability Equality in Curriculum	All Staff	September 2016	Disability will be the diversity focus during term 1.
	Increase awareness of and positive attitudes towards disability through the curriculum	All teachers	September 2016	Disability will be the diversity focus during term 1. Visit from a local all needs special school completed.
	Review of other linked policies: SEN, Health and Safety, Equality and Diversity, Preventing bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, impact statements	All staff	Ongoing	Ongoing

Using Data to develop	Activity	Responsible	Timescale	Outcome
	Update Disability Register. (Pupils and staff)	CS	Needs led	Information added to the admissions database
Establish method of collecting data using CASPA to analyse Academic Performance	AH SD	December 2016	Previously achieved but complications have arisen due to changes in curriculum, this will remain a target and will be completed when CASPA is updated accordingly. External moderation sessions will continue with other special schools.	

	Maintain class file with basic medical information for visiting/supply teachers (in Registers). Passed on and discussed with new teacher at the beginning of a new school year.	SJC SM	Ongoing	Individual care files contain information of medical requirements, induction pack ascertains any medical issues of day pupils and is kept in their individual file.
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	Activity	Responsible	Timescale	Outcome
Access to information and curriculum	Share good practice relating to disability issues and data	All staff	Ongoing	Ongoing
	Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments' made	AH SJC LG	Ongoing	Planning is regularly reviewed and monitored by the SMT
	Review of resources and ICT provision with consideration to suitability and development of pupils on DR	All Staff	Needs Led	N/A
	Re-audit of staff training needs eg dyslexia awareness, Supporting communication (SALT)	CS LG SJC AP	December 2015	
	Provide alternative methods of communication for Children, Parents/carers and visitors with English as an additional Language.	LG AP KK	Ongoing	Ongoing – visual support available in classes and bi-lingual support worker employed to translate for parents.
	Provide supported communication through the use of Makaton or BSL	LG	Ongoing	Ongoing – support available in classes