

**Bleakhouse Primary School**  
**Disability Equality Scheme and Accessibility Plan**  
**2021-2024**

Introduction

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

The DDA and the Special Educational Needs and Disability Act 2001 have been replaced by the Equality Act 2010. This legislation is further supported by the Children and Families Act of 2014. Under legislation the school is required to produce a plan in writing which shows how, over a prescribed period of time, we will:

- Increase the extent to which disabled pupils can participate in the school's curriculum,
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school,
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not.

Initial Information

At Bleakhouse Primary School we all work together with local communities to ensure an inclusive education for the whole school community. An education that sets suitable learning challenges and responds to pupils' diverse learning needs. The school Mission Statement clearly sets out its beliefs with regards equality for all the people who access the school. Promoting positive attitudes to all members of the school community and society as a whole forms part of the PSHCE curriculum. Positive role models are used at appropriate times across the whole curriculum. The school wishes to ensure that all staff/ parents/ carers are able to fully access and feel their needs are met as equally as a disabled pupil.

All pupils, regardless of ethnicity, gender disability, sexual orientation, ability religion or belief, are given equality of opportunity to achieve their full potential in all areas within a safe, secure and stimulating environment. So become happy, healthy learners.

As a school we aim to identify and remove barriers to learning for all pupils including disabled children by meeting the PESD (Public Sector Equality Duty) and making all reasonable adjustments possible. We will ensure that all our learners, including those with a disability, aspire to the highest standards, are economically aware, and make a positive contribution to the wider world. Equal opportunities for all are underpinned by the principles of the National Curriculum Inclusion Statement.

High quality teaching and learning for all is a priority across the school. The Senior Deputy Head and other members of the Senior Leadership Team include improving outcomes for individuals and groups of pupils (including SEND) as part of their monitoring role.

The school was assessed for the Sandwell Inclusion Quality Mark (SIQM) regularly and now through the Sandwell SEN Quality Mark. Using the process and outcome as a method of external monitoring in this area. At the end of 2014 the school was recognised as achieving Enhancing level for SIQM and in 2019 Platinum against the Sandwell SEN Quality Mark.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of race, disability, sex, gender, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment; make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Strive to achieve high standards in all areas of the curriculum.
- Nurture an awareness of the need for a healthy lifestyle.
- Provide opportunities for everyone to make a positive contribution to the community and the wider world.
- Provide a safe and secure learning environment for all pupils.
- Foster lively, enquiring, self-challenging minds through challenging diverse learning methods.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Ensure that pupils understand social responsibilities within the wider community; know their boundaries and are mutually respectful.
- Celebrate achievement as well as attainment of all pupils.
- Equip all our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choice to stay safe.
- In relation to our disabled parents, staff and members of the community who use our school we wish to listen to their needs and adapt to meet them in any reasonable way whilst also investigating and investing in any resources, which continue to support a fully inclusive approach to education.

#### SCHOOL CHARACTERISTICS:

CATEGORY	CHARACTERISTICS
<b>FSM</b>	23.06%
<b>SEND</b>	13.93%
<b>EAL</b>	23.29%
<b>ATTENDANCE (2019-2020)</b>	96%
<b>ETHNICITY</b>	52.06% White British, 8.22% Any Other Asian Background, 7.76% Any Other Mixed Background, 6.39% Indian, 4.80% Any Other White Background, 4.80% Pakistani, 4.34% White and Black Caribbean, 3.88% Any Other Ethnic Group, 2.97% Any Other Black Background, 2.51% Black African, 0.91% White and Asian, 0.46% White and Black African, 0.46% Refused, 0.23% Black Caribbean, 0.23% Information Not Yet Obtained
<b>DISABILITY</b>	3 ASD, 2 ADHD, 1 DLD, 1 Muscular Dystrophy, 1 Dyslexia, 1 Heart Condition 1 Global Delayed Development

The number of pupils believed to be eligible for Free School Meals (FSM) is higher than the percentage claimed.

Many of the children who have significantly lower attendance than expected are children who have medical conditions that require regular medical appointments.

There is one pupil who may need to use a wheelchair for trips/extended activities. Ongoing discussions are held with professionals who support *individual children and* their families to ensure they have their needs met appropriately. The children's view is also sought.

The school serves a residential area that is comprised of mixed social housing.

There have been no permanent exclusions in the last three academic years.

### **Disabled Pupil Presence, Participation and Achievement**

- Levels of absence in the school's disabled population is similar to that of their non-disabled peers. The attendance of this group of pupils is monitored regularly and reported at Governing Body Meetings.
- All disabled pupils are included in all areas of the curriculum,

*Leaders accurately identify pupils' additional needs and then teachers and teaching assistants provide high-quality support, both in lessons and at other times. Consequently, pupils who have special educational needs and/or disabilities make good progress from their starting points.*

*OfSTED (2017)*

- We have identified ways to make the curriculum increasingly inclusive and these are given in detail in the included action plans.

#### Definition of disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Long term is defined as lasting, or likely to last, for at least 12 months.

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 or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

#### The Public Sector Equality Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools and academies, and which extends to all protected characteristics- race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011 and replaces the three separate sets of duties to promote disability, race and gender equality. The PSED has three main elements. In carrying out their functions, public bodies are required to

#### **have due regard to the need to:**

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics- between people who share a protected characteristic and people who do not share it.

Age is relevant in considering duties in the school's role as an employer but not in relation to pupils.

Having due regard means giving relevant and proportionate consideration i.e.:

- Decision makers in school must be aware of the duty to have 'due regard' when making a decision or taking an action and must assess whether it may have implications for people with particular protected characteristics,
- Equality implications should be considered before and at the time that policy is developed and decisions taken, not as an afterthought, and these need to be kept under review on a continuing basis,
- The PSED has to be integrated into carrying out the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously with an open mind,
- The responsibility for carrying out this duty cannot be delegated by the school,
- In line with good practice the school will keep written records to show how the school has actively considered their equality duties and asked relevant questions so that if challenged the school would be able to demonstrate the duty had been met.

#### Reasonable adjustments and when they have to be made

The duty to make reasonable adjustments applies only to disabled people. For schools this is summarised as:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools *are* expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. When appropriate the school may apply to the LA High Cost Equipment Fund to support the purchase of more expensive equipment (2015 above £250) if the child has an Education, Health and Care Plan.
- Schools are not subject to make alterations to physical features because this is already considered as part of their planning duties. Under previous legislation the building has been modified/built to the recommendations that were in place. The school remains committed to removing barriers, as they are identified, to meet the needs of individuals as part of its vision of an inclusive school.

#### Publishing Information in Respect of Having Due Regard

1. Eliminating discrimination and other conduct that is prohibited by the Act

High quality teaching and learning for all is a priority across the school. The Inclusion Manager and other members of the Senior Leadership Team include improving outcomes for pupils with SEND as part of their monitoring role. The SENCO allocates time to complete this important role.

All are encouraged to take part in both normal school day and extended school activities. Any necessary adjustments will be made to enable all to fully participate in each activity.

- School policies such as Behaviour Management, Anti-bullying Policy, Recruitment and Pay Policies reviewed to ensure they meet the Equality Act 2010
- Policies will be reviewed by staff responsible and a disabled representative as well as by the whole staff and Governors.
- Staff and Governors aware of the Disability Equality Scheme and Accessibility Plan 2021-2022.
- Curriculum area plans will continue to be developed to ensure that suggested activities and the delivery are accessible to all pupils and that reasonable

adjustments have been made. Curriculum in this context goes beyond the 'taught' curriculum and is taken to encompass all activities undertaken during an extended school day.

2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
  - a) Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. bullying of disabled pupils, or gay pupils who are subjected to homophobic bullying)
    - Narrowing the gaps between different groups of children and their attainment e.g. Pupil Premium and non-Pupil Premium Children. The groups are to be kept under review through assessment data monitoring.
    - Regularly reviewing the definition of bullying with the children and ensuring they are all aware of the available ways to inform staff of incidents of bullying including reporting incidents seen.
  - b) Taking steps to meet the particular needs of people who have particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
    - Any necessary adjustments will be made to enable all to fully participate in each activity.
    - The school will provide all written information to individual pupils in a manner that is accessible to them in order to meet their needs e.g. symbol supported, Braille, enlarged print. This includes:
      - Homework
      - Timetables
      - Worksheets
      - Teacher feedback and marking of work
      - Notices
      - Tests and examinations
      - Whiteboards
    - Provide information directly to parents and carers upon request in format requested (coloured paper, extra large print etc.)
    - Maintain the School's website so that information can be downloaded in preferred formats.
  - c) Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging boys and girls or children from different ethnic backgrounds to be involved in school clubs).
    - All are encouraged to take part in both normal school day and extended school activities. Any necessary adjustments will be made to enable all to fully participate in each activity.
    - Attendance at extended school activities will be monitored for attendance by different groups to inform further action to be taken to ensure all groups are able to participate.
3. Fostering good relations across all characteristics- between people who share a protected characteristic and people who do not share it

The school Mission Statement clearly sets out its beliefs with regards equality for all the people who access the school. Promoting positive attitudes to all members of the school community and society as a whole forms part of the PSHCE curriculum. Positive role models are used at appropriate times across the whole curriculum.

- The curriculum promotes the Fundamental British Values including tolerance and mutual respect.
- The curriculum develops a shared understanding of religions or cultures.
- Assemblies dealing with relevant issues across the academic year.
- Involvement with local communities across the curriculum and at special events.
- Networks with other schools sharing practice e.g. Learning League.
- Monitoring bullying incidents which includes the reason for the bullying using the recording system.

Behaviour and Anti-bullying Policies support fostering good relations across all characteristics.

The school regularly reviews the Anti-bullying Policy, *this has included a review with the school's main stakeholder groups including parents*. The school also regularly takes part in Anti-bullying weeks/special events in addition to the issue being covered in assemblies and lessons including PSHCE. All types of bullying are taken seriously and incidents that are reported are investigated appropriately (see Anti-bullying Policy for details).

### Equality Objectives

Equality objectives need to be published every four years. These are supported by the attached set of action plans which are evaluated annually. The evaluation will support the school to be able to publish information demonstrating how the aims have been met and the steps taken and progress made towards meeting equality objectives.

The Equality Objectives for Bleakhouse *Primary* School are:

Raise Year 6 attainment in Reading so that it is in line with the national average.

Narrow the gap between boys and girls achievement of Greater Depth in Writing.

Monitor and analyse pupil achievement and act on trends or patterns in the data that require additional support for groups of pupils such as gender or disadvantaged.

Embed the new SACRE curriculum across the school.

Ensure the whole school curriculum allows all pupils to access the content and make progress through the curriculum.