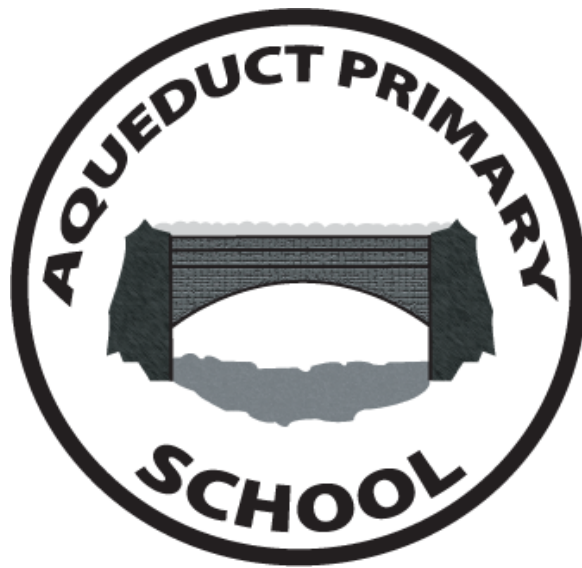


Equality and Community Cohesion Policy



Including Race Equality pg 8, Admissions pg 12, Induction pg 14, Inclusion pg 20, Equal Opportunities pg 24, Disability Equality Scheme pg 28 and Accessibility Plan pg 37

September 2013

Next review date Summer Term 2014

Disability Equality Scheme Action Plan to be reviewed Dec 2013

Introduction:

This equality policy sets out the school approach to promoting Community Cohesion, Equality and Diversity. It covers disability, accessibility, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy.

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

This equality Policy for Aqueduct Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects, which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of our local, national and global environments.

Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- disability;
- ethnicity (including Gypsy and Traveller groups);
- gender;
- gender identity and transgender;
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (homophobia);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, and discrimination by perception, indirect discrimination; harassment and victimisation. As a school we seek to achieve positive action in respect of the Act.

We have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

This equality policy statement sets out:

- The School's context
- Aims and values
- The school's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination.
- Specific reference to community cohesion, race equality, disability equality, accessibility and gender equality
- Roles and responsibilities
- Monitoring, reviewing and assessing impact

The School Context:

Aqueduct School is of average size with the majority of pupils coming from a White English background. Pupils come from a very mixed catchment area of local authority, privately rented and owner-occupied housing.

The percentage of children from ethnic minority groups is usually well below the National Average. The proportion of pupils eligible for free school meals is broadly in line with the National Average as is the percentage of pupils who are on the SEN Code of Practice. However the proportion of children with statements for Special Educational Needs is above the National Average.

Census data shows that there are more boys than girls in Reception (+5), Year 2 (+6) and Year 4 (+9), more girls in Year 1 (+6) and a more equal balance of boys and girls in Years 3, 5 and 6. There are 16 more boys than girls in total across the school.

The majority of children come in to school having had some pre-school experience and are at an average or slightly below average ability according to EYFS baseline data. We feel our strengths include the following:

- *A positive ethos is generated throughout school
- *We are a caring, supportive and inclusive school
- *We are good at supporting children with emotional and behavioural difficulties - SEAL work planned throughout school, the SEAL room (our own nurture group) runs throughout the year to support groups and individuals with a variety of emotional needs. There is one part time Learning Mentor who works in the SEAL room to support these children.
- *There is continued involvement with and support for the local and wider community - Carol singing in local residential homes, use of the local church for harvest and Christmas productions as well as curriculum development, support from the vicar within school with assemblies and Religious Education. In 2010 Ofsted graded us Good in how well our pupils contribute to the school and wider community and in 2012 Ofsted graded the school as Good for behaviour and safety, including how the pupils felt about school, how well we deal with bullying and other related incidents.

Equality - Aims and Values

At Aqueduct Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards.

Our Equality Policy is based upon the following core values which are also expressed in our Prospectus.

We want all of our children to have access to:

- ... high quality teaching and Learning;
- ... an environment which is healthy, safe, secure, caring and stimulating;
- ... a time to listen, to reflect, to be heard;
- ... a creative and fun environment for learning.

We also want all of our children to have:

- ... pride in their achievements;
- ... a passion for life-long learning;
- ... growing independence;
- ... growing confidence;
- ... special memories of Aqueduct;
- ... a sense of self-awareness, self-belief and self-respect.

We encourage all our stakeholders to:

- ... feel good about themselves;
- ... have an understanding of others;
- ... work together;
- ... have a sense of joy in learning;
- ... develop healthy living.

So that our children can take their place as caring, responsible individuals, trusted, valued and loved in the community in which they live.

We want all staff to:

- Continue to work on raising standards in teaching and learning
- Develop professionally
- Feel valued and supported
- Be successful
- Have job satisfaction
- Enjoy a healthy work-life balance

We want all parents to:

- Feel welcome in school
- Work in partnership with teachers
- Be well informed by clear communications

Our Governors will:

- Work as critical friends and partners of the school
- Know the staff and school well
- Offer challenge and constructive support
- Promote the school in the wider community

As a school we aim to:

- Develop good relationships with the wider community
- Encourage links within the community to broaden the experiences of the children
- Be at the heart of the local community

Therefore we aim to encourage a love of learning and make everyday a rewarding experience for children and staff.

Our approach to promoting equality:

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity

and promote good relationships and positive attitudes between people of diverse backgrounds in all its activities.

Through this policy Aqueduct Primary School fulfils its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with any member of the school community or any other person, through their contact with the school to ensure that they do not receive less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, ability, disability, sexual orientation, gender reassignment, age, trade union or political activities and socio-economic background.

The principles of this policy apply to all members of the extended school community - pupils, staff, governors and parents/carers.

Community Cohesion:

Aqueduct Primary school fits into the 'Central Cluster' of Telford and Wrekin schools, although many of the pupils come to school from the South Telford Cluster area and so we endeavour to create links within both of these Clusters. We have been a feeder school for the Phoenix Academy for many years but in 2008 we became a designated feeder school for the new Madeley Academy. We work hard to create links with both of these schools in order to ensure a smooth transition for our pupils. Although these two schools are where most of our pupils go once they leave us, we have children moving on to as many as 10 different Secondary schools/Academies and we work hard to ensure smooth transition with all of them. The Cluster schools share expertise and resources whenever practical and form a supportive network. Aqueduct Primary is also part of the Dawley Sports and Learning Community (DSLCC), which comprises of 7 local primary schools and the Phoenix Academy. As part of this group, we access a range of community projects including the lantern parade in Dawley, the DSLCC community choir, shared teaching expertise and sporting competitions.

The Friends of Aqueduct Primary School (FoAPS) energetically support the school to raise funds each year to enrich the educational provision for the children. We encourage parents to take part in voluntary

activities within school to support the children in a variety of ways including reading, writing, art and the provision of after school clubs. They also support us by attending educational visits.

We have very close links with an external provider for Breakfast Club and After School Club which runs from a community building approximately 100 metres away from the school. The Parish Council have used the school on a rota basis as a venue for their meetings and the demountable classroom is regularly used as a polling station. During school time we offer Family Literacy and Numeracy as well as taking part in the 'Let's Cook Together' initiative to support families in creating Healthy Food options which they prepare and eat together. We lease the school hall every Tuesday night to a community Slimming Club for a small fee. We also lease the school field on Saturday and Sunday mornings to a local Football Club. This club is the community club for under 11's. We do not charge for this lease as it is for the benefit of the children in the local community.

In order to achieve a cohesive community, we endeavour to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Eliminate discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum explores and addresses issues of diversity

Race Equality

Racism in any form is totally unacceptable at Aqueduct Primary School

Racist behaviour is any hostile or offensive action or words by a person of one ethnic group or culture against a person of another group.

Such behaviour may:

- cause offence
- interfere with the peace and comfort of the victim
- cause the victim to fear for his/her safety

Forms of racial harassment:

- physical assault - including jostling, physical intimidation, punching, kicking and other physical contact which may include the use of a weapon;
- verbal abuse - insults and racist jokes, including racist comments and statements;
- provocative behaviour - including inciting others to behave in a threatening way, abuse of personal property, vicious threatening behaviour, racist propaganda, bringing into school racist literature, racist graffiti, wearing racist insignia;
- alienation/or refusal to work with a pupil of different ethnic origin, including refusal to sit next to, talk, work or help;
- incitement of others to behave in a racist way.

NONE OF THE ABOVE ARE ACCEPTABLE AT AQUEDUCT PRIMARY SCHOOL.

Racial harassment can take place:

- in school playgrounds
- on the way to or from school
- during lessons
- around school

The child who suffers from racism:

- is affected in the way they feel about themselves, their background and their family;
- may feel unhappy at school and find it hard to learn;
- may feel frightened about the journey to and from school.

this in turn affects

- achievement
- attendance
- may result in aggression

The child who is being racist:

- becomes a bully;
- gets caught up in trouble and violence
- feels better than others, but only at the expense of putting others down.

Racial harassment can involve:

- pupil to pupil
- pupil to school staff
- incidents outside school premises involving pupils
- staff member to pupil
- staff member to parent
- staff member to staff member
- parent to parent on the school premises
- a parent to staff member or pupil on the school premises
- pupil/parent to governor
- incidents involving outside contractor on school premises

Punishing bullies and racists may lead to them trying to take revenge on their victims, resulting in the possibility of the bullying and racism getting worse. This is a major reason why victims do not ask for help. At Aqueduct Primary School we will use every opportunity: assemblies, PSHE sessions, circle time, drama and responses to literature and art to use positive peer pressure to stop bullying and racist behaviour. At all times we will encourage children to let us know of their problems. Children will constantly be reminded of the need to share concerns with us so that we may help them in times of stress. Our Peer Support Group will also be another opportunity for victims to share their concerns. Pupils themselves will be given responsibility to help solve hypothetical and real situations resulting in positive action being taken.

Our school aims of raising self-esteem and respecting and caring for others underpin the above.

Curriculum

Aqueduct Primary school will ensure that:

- the curriculum is planned to incorporate the principles of racial equality, challenging racism and promote positive attitudes towards diversity;
- all pupils have access to the curriculum;
- resources and displays portray positive images of different people and cultures;
- extra-curricular activities and events will cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Attainment, Progress and Assessment

Aqueduct Primary School:

- has high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards;
- will ensure that pupil attainment and progress will be monitored by ethnicity and gender and evaluated to identify trends and patterns of underachievement;
- will take action to remove any disparities in performance between different groups of pupils;
- recognises and values all forms of achievement and gives recognition to children who achieve their full potential;
- will monitor assessments to ensure that they are, as far as possible, free of cultural or linguistic bias;
- will ensure that all pupils are appropriately supported in assessments and that particular attention will be paid to identifying and meeting any support needs for groups that are particularly disadvantaged (e.g. travellers, refugees, asylum seekers, pupils for whom English is an Additional Language)

Behaviour Discipline and Exclusions

This complements the Behaviour Policy.

Aqueduct Primary School will:

- monitor exclusions by ethnicity;
- take appropriate action to remove any disparities in rates of exclusion between pupils from different racial groups;
- recognise and take into account that cultural background may effect behaviour.

Staff Recruitment and Professional Development

- All staff are encouraged to develop and achieve their full potential.
- The school has procedures to ensure that applicants for jobs, promotion or professional development opportunities are not discriminated against on racial grounds.
- All those involved in recruitment and selection will be trained and aware of what they should do to avoid racial discrimination.
- Applications for posts will be monitored by ethnicity and that the information will be supplied to the LA on an annual basis.
- Professional development opportunities and promotions will be monitored by ethnicity.

Breaches of this policy by staff or governors will be dealt with in accordance with the school's discipline and grievance procedures.

Partnerships with Parents and Communities

- All parents are encouraged to participate at all levels in the full life of the school and steps are taken to encourage the involvement of under-represented groups.
- Information and material for parents will be available in languages other than English as appropriate.

Admissions and Attendance

Aqueduct Primary School will ensure that:

- admissions policy and criteria do not disadvantage pupils from particular racial groups and that action will be taken to remove any inequalities that are identified;

- comprehensive information about pupils ethnicity, first language, and religion will be included in all admissions forms;
- the admissions process will be monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils;
- parents/guardians are aware of their responsibilities in relation to pupil attendance and absence as indicated in the Home School Agreement;
- staff who follow up absence are aware of and sensitive to relevant community issues;
- provision will be made for leave of absence for religious observance and this includes staff as well as pupils;
- provision will be made for pupils on extended leave to cover missed work.

Admissions

Aqueduct Primary School follows the guidelines for admissions as set out by Telford and Wrekin Council. These are detailed in the PDF document which can be found on the School Website.

Information on Primary and nursery school admissions are from page 12 onwards.

If you wish to admit your child to the school please contact our School Administrator at the main office in person, or by phone: 01952 386210.

The standard number for Admissions

The standard number is the number of children the school can accommodate. The standard number for our school is 40. We keep this number under review and the governors will apply to change the number if circumstances allow.

KS1 class size

We teach KS1 children (aged four to seven) in classes that have a maximum number of 30 children.

Review

This policy will be reviewed annually with the Admissions Authority in the light of any changed circumstances in our school or the local area.

Induction

Context of the School

Aqueduct Primary School serves a large residential area of Telford Development Corporation housing and growing private accommodation in South Telford.

The pupil number on roll varies from 220+ to 250 with a maximum of 280 spaces. The pupils come from a mixture of backgrounds and enter school representing all ability levels, with the majority being in the average to slightly below average range. The school has no nursery provision therefore pupils have varied pre-school experience. On average a cohort of pupils will have attended at least 8 - 10 different pre-school settings. The school through the admission policy takes pupils from outside the area.

Aims

Through our Induction Policy we aim to:

- help the child to establish a good relationship with at least one adult from school
- help the child to feel safe and secure in a new environment
- introduce the child to some general routines in school
- provide parents/carers with the knowledge about the organisation, aims and procedures in school
- begin to develop the partnership with parents/carers and school

We make every effort to ensure that children joining us in the Foundation Stage are well prepared and the transition from nursery, playgroup or home is made with ease and enjoyment.

We have a number of children who transfer from schools within Telford and Wrekin or from other parts of the country. Arrangements are also made to ensure a smooth transition for these children.

Admissions

See above and also see the T&W Admissions policy available on the school web site.

Visits

Once a place has been confirmed for a child, the teacher, with responsibility for Early Years, makes initial contact with the family approximately eight weeks before the child starts school. A meeting is made for the parents of all the pupils to come into school to meet with the Head, Early Years manager and class teachers, including support staff where possible. The parents are asked to bring along their children so that an informal meeting can take place and all parents and children have an opportunity to meet each other. The parents and children have an opportunity to visit the classrooms and meet the pupils who are already in the Reception classes.

Displays of books including children's own written books are put out for parents to browse through. School uniform and bags are also on display.

Parents are welcomed by the Headteacher and then are introduced to other members of staff present.

Refreshments are then served and the Headteacher draws attention to the information in the prospectus, with particular reference to the school aims and various other important issues. The Early Years manager will talk to the parents on the importance of sharing and enjoying books with their child and pick up on some classroom points/issues within the prospectus. Parents are also informed about the Early Years Foundation Stage curriculum and how they can support at home with activities.

Information is given on the pre-school sessions and dates confirmed. There is also a time for questions or queries to be sorted.

A 'home school package' is put together by the Headteacher and Administrator which consists of:

- ❖ a formal letter from the Headteacher / Early Years Manager explaining the induction procedures and dates for pre-school sessions
- ❖ an informal letter to the child inviting them to visit our school

- ❖ a school prospectus
- ❖ a pre-school profile

Pre-School Sessions

We arrange weekly group visits for the children which include visits to both morning and afternoon sessions as well as lunchtime sessions the half-term before a child begins full-time education. Parents/carers are invited to stay with their child during these sessions, but are encouraged to leave their child for increasing amounts of time as the sessions proceed.

The parents and children are met and greeted in reception by two older pupils. Badges are made for the children.

The aim of the sessions is for the children to participate in various activities and become familiar with the classroom environment and particular routines. They may also meet other members of staff. Towards the end of the session the teacher will share a story with the children.

This is also an opportunity for parents/carers to meet each other and enjoy the activities together.

A meeting is held during the week before the pre-school sessions begin, with all parents and is led by the Headteacher and EYFS Manager.

This session is used to share the importance of reading and the enjoyment of books. An example of a *'Home School Target Book'* is used to stress the importance of working together. At this session various documents are explained and distributed:

- ❖ Home-School Agreement
- ❖ Making a Difference - tackling racism
- ❖ A Parents' Guide to the Internet
- ❖ Photographic consent form
- ❖ Disability Questionnaire

The *'Home School Agreement'* is explained in detail and how this cements the partnership between home and school. Parents, carers and pupils are also given the opportunity to visit the classrooms and see the outdoor learning environment.

Before a child starts school full-time the teacher will, if possible, visit the pre-school setting to discuss any concerns that they may have about a child and the progress the child has made in the Foundation Curriculum.

Pre-School Lunch

School lunchtime can be a daunting prospect for some young children. During their pre-school visits we invite parents/carers and child to stay for a lunch. We hope that they will sample a school lunch, but they may bring a lunch in a box from home.

Then Foundation Stage children always go into lunch on first sitting. Each child in the Foundation Stage will have a lunchtime buddy from Year 5 or Year 6. The buddy will fetch the child for lunch and sit along side them, to build up a supportive relationship during this time. This relationship may grow and the buddy is often seen to support at other times in the day. It is also important that the buddies help the children to mix with other pupils within their own class and begin to build independence.

If a child is unsettled about having lunch in the hall, we suggest that the parent/carer join them for lunch to see them through those initial weeks. We occasionally have special lunches when we invite parents/carers.

Beginning of Term

Early on in the first half term we invite parents/carers in to meet representatives from the Governing Body, Parents Association (F.o.A.P.S.), the School Nurse and the Educational Welfare Officer. Each talk about their role at school and how they can support their child's life at Aqueduct Primary School.

The Educational Welfare Officer discusses attendance and how important it is for children to arrive at school in time for the first session of the day. Other areas including a counselling service are discussed.

Parents/carers are asked to complete the Pre-School Profile and return it to the teacher.

The School Nurse will explain her role and will talk about headlice and make recommendations on regular checking of hair.

First Days

During the children's pre-school visits we encourage them to wear a name badge so all staff can get to know the children well. Older brothers and sisters are encouraged to be involved with the younger children. The buddies from Years 5 and 6 play an important part in helping the children during lunch and play times, so that starting school is as stress free as possible. Children that may already be in class are encouraged to be responsible and show them various routines.

Emphasis during the first few weeks is on personal, social and emotional development; so as to make the transition from nursery, playgroup or home as stress-free as possible for both children and parents/carers.

We encourage parents/carers to stay in the mornings and participate in the 'early morning activities' for approximately ten minutes. This gradually decreases as the first half term progresses and the pupils become more independent.

Children Admitted from another School

When families move in to the Aqueduct 'catchment area' and request a place for their child an appointment is made with the Headteacher. At this appointment the family will visit the school, look round the whole school, and time will be taken to get to know the child/children. If there is place in the relevant year group, the child and parents/carers will be introduced to the teacher.

Contact will be made with the LA Admissions Department and a date set for the child/children to begin school. A school prospectus is given to the family along with the relevant admission forms and letters. The Headteacher will go through these and explain the letters and make particular reference to the '*Home School Agreement*'.

A date is arranged for starting school and the relevant teacher will ensure that there is a labelled tray and equipment ready for the child/children's first day at Aqueduct. The Administrator will sort further queries or concerns such as school uniform, lunches etc.

If parents from outside the 'catchment area' request a place for their child/children, they are advised to contact the LA before making an appointment to visit.

There are occasions when parents/carers decide to move their child/children from another school due to a particular problem i.e. bullying, behaviour problems. If this is already known to be the case the Headteacher will contact the Headteacher of the child's present school to discuss the matter. A Transfer Form will need to be completed by the parent and the present school.

If the year group required for a child is full (40 places), the parents are advised by the LA of other schools in the area who have vacancies. If they still request a place at Aqueduct Primary School they will have to go through the LA Appeals Procedure.

Monitoring and Review

Our aim is that all children settle in to school life at Aqueduct quickly and without problems. This policy will be judged on the following success criteria:

- children settle into the class and school routine without any upset during their first mornings or afternoons at school
- parents/carers are supportive and feel the induction procedure is focussed on helping their child to feel happy and confident in school
- parents/carers and child complete the Pre-School Profile
- parents/carers become involved in their child's/children's education and it is viewed as a partnership between home and school
- the 'Home School Target Book' is used and parents are supportive of their child's/children's learning
- parents/carers have an understanding of who to contact if a concern/problem arises
- parents/carers are aware of other groups/personnel that support the school i.e. school nurse, Educational Welfare Officer, Governing Body, 'Friends of Aqueduct Primary School' (PTA)
- Parents' views will be sought on whether the induction process was successful for their child and themselves as parents/carers, through conversations and an induction questionnaire.

Inclusion

Aim

At Aqueduct Primary School we strive to provide high quality teaching and learning within a caring environment. We value diversity, promote equality, celebrate achievement and are committed to giving all our children every opportunity to achieve the highest possible standards, regardless of their age, gender, ethnicity, attainment or background.

Our aim is to be an inclusive school where equality of opportunity becomes a reality for our children. We make this a reality by paying attention to the different groups of children within our school, where appropriate

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion
- children in public care

Principles which underpin Inclusion

The National Curriculum and Early Years Foundation Stage Curriculum sets out three principles that are essential to developing a more inclusive curriculum:

1. setting suitable learning challenges
2. responding to pupils' diverse learning needs
3. overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Implementing our Curriculum Policy, which reflects the three principles above, helps us to promote inclusion by meeting the needs of individuals or groups of children.

We also promote educational inclusion by continually reviewing what we do. We meet regularly as a key stage or whole staff to review practice and look at evidence of work. We look at relevant evidence and data to find out if:

- all our children achieve as much as they can
- there are differences in the achievement of different groups of children

- we are doing enough for those children who we know are not achieving their best
- our actions and intervention programmes are effective.

Teaching and learning style

Through our teaching, we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.

When planning their work, teachers take into account the abilities of all of their children and differentiate accordingly. For some children, this means using teaching programmes from earlier years, use of alternative resources or targeted support from teaching assistants, but for the majority, it is sufficient to differentiate work within the classroom; either by outcome or by a more structured and supported approach to tasks.

When the attainment of a child falls significantly below the expected level, class teachers will approach the SENCO or Headteacher for advice. Support will then be targeted to meet with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers try to encourage a more open ended and investigative approach to tasks, extending the breadth of work within the area or areas for which the child shows particular aptitude, or using materials from a later year group.

Teachers are familiar with the relevant equal opportunities legislation covering gender, disability, religion, nationality, ethnic or national origins.

All staff try to ensure that children;

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- set realistic but challenging targets that enable them to succeed

- are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities

The school is committed to providing an environment that allows all children full access to all areas of learning.

Where children have a disability and consequently need additional resources, we would endeavour to provide such resources.

The school does not currently have disabled facilities. If it should become necessary, the governing body are committed to providing appropriate facilities whenever possible.

Teachers ensure that the work for all children:

- takes account of the pace of learning and the equipment required
- takes account of the effort and concentration needed in oral work, or when using, specialist equipment
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for pupils to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification.

We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority.

The school governor with responsibility for SEN would be involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the NC, or elements of it.

Summary

In our school the teaching and learning, achievements, attitudes and well being of every child are important. We will do everything we can to ensure that we take the experiences and needs of all our children into account when planning for learning.

Equal Opportunities

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school.

Our aim is to ensure that all pupils receive the best education the school can provide whatever their sex, race, colour, religion, nationality, ability, ethnic or national origin.

This will be achieved by:

- promoting the principles of fairness and justice for all through the education that we provide in our school.
- ensuring that all pupils have equal access to the full range of educational opportunities provided by the school.
- constantly striving to remove any forms of indirect discrimination that may form barriers to learning.
- ensuring that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- challenging stereotyping and prejudice whenever it occurs.
- celebrating the cultural diversity of our community and showing respect for all minority groups.

Managing Equality in Practice

We do not tolerate discrimination against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ability, ethnic or national origins.

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we would act immediately to prevent any repetition of the incident.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

We are aware that low self-image and ignorance cause prejudice and stereotyping. Through positive educational experiences and support for each individual's point of view, we will promote positive social attitudes and respect for all. Staff should be aware of possible cultural assumptions and bias within their own attitudes.

We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school. Racist symbols, badges and insignia on clothing and equipment are forbidden in school.

Pupils' names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.

The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.

Our curriculum reflects the attitudes, values and respect that we have for ethnic minority groups and equality of opportunity permeates the whole curriculum.

The Role of Governors

The Governing Body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. In all staff appointments the best candidate will be appointed based on strict professional criteria. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child may have. The school's admission policy does not permit sex, race, colour or disability to be used as criteria for admission.

The Governing Body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The Role of the Headteacher

- To ensure that all staff are aware of the Equal Opportunities that teachers apply these guidelines fairly in all situations.
- To treat all incidents of unfair treatment and any racist incidents with due seriousness.
- To ensure that all appointments panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.
- To promote the principle of equal opportunity when developing the curriculum, and promote respect for other people in all aspects of school life,

The Role of the Class Teacher

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. In geography for example the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. All incidents are recorded on the relevant forms and procedures followed. These forms/incidents are reported to the Headteacher who records the incidents on a central database and reports the number of incidents on an annual basis the Local Education Authority. Teachers support the work of all Teaching Assistants and support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Monitoring and Review

It is the responsibility of our Governing Body to monitor the effectiveness of this Equal Opportunities Policy. The Governing Body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the Headteacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

Disability Equality Scheme

Dec 2011 to Dec 2014

Introduction

Duties under part 5A of the DDA require the governing body to

- **promote equality of opportunity between disabled people and other people**
- **eliminate discrimination that is unlawful under the Disability Discrimination Act 1995**
- **eliminate disability related harassment**
- **promote positive attitudes towards disabled people**
- **encourage participation by disabled people in public life**
- **take steps to meet disabled people's needs, even if this requires more favourable treatment.**

This scheme and the accompanying action plan sets out how these duties will be met.

Purpose

The purpose of this scheme is to show how Aqueduct Primary School will meet the above duties.

Duties under part 4 of the DDA are covered in the school **Accessibility Plan** and show how the governing body plan to increase access to education for pupils with disabilities.

The school's vision and values are outlined below

Aqueduct Primary School is proud of its reputation for inclusiveness and equality. We already have a strong PSHE (Personal, Social & Health Education) curriculum and are recognised as a lead school for our SEAL (2007 - Lead School within T&W for developing SEAL) work. We have an established SEAL room where children are seen for group and individual work and have 1 part time Learning Mentor who has a pastoral support role.

Aqueduct Primary School has been involved with the Healthy Schools Programme since its inception and was accredited with achieving all the elements of the award within 3 years in 2005 and then awarded the Gold Standard in 2006. In 2007 the school was reassessed under the new regulations and was accredited with the 4 areas assessed PSHE, PE, Emotional Health and Well-being and Healthy Eating. We are currently working on the Enhanced Model for Healthy Schools.

The emotional health and well-being of adults and pupils is constantly reviewed by following the guidelines set out by the LA as well as following the SEAL programme. These include areas such as the use of return to work meetings after illness, completing 'Stress Audits', ensuring up to date counselling information is displayed on the staff notice board, referrals of individuals or groups of children to the pastoral support staff for inclusion in their support programmes etc.

Involvement of disabled pupils, staff, governors and parents

This scheme has been produced by a working party of governors, staff and parents.

Adults and children represented have a wide variety of disabilities, i.e. rheumatoid arthritis, lymphoma, dyslexia, multiple sclerosis, dyspraxia, paraplegia, hearing impairment, ADHD, Charcot Marie Tooth Syndrome, Sever's Disease, asthma, Cerebral Palsy and Asperger's Syndrome.

At a later stage we hope to gather more specific information from our pupils but have been advised by the LA to wait for further information on how to go about this.

Information Gathering

The views of all members of the school community, i.e. children, parents, staff and governors, have been gathered through questionnaires and the results of these have been incorporated into the Action Plan.

Questionnaires are sent out to the parents of all new starters at the school and the information gathered is used to inform the action plan.

Priorities for the scheme and Action Planning

Promoting equality of opportunity

See Action Plan

Eliminating discrimination

See Action Plan

Eliminating harassment

See Action Plan

Promoting positive attitudes

See Action Plan

Encouraging participation

See Action Plan

Taking steps to meet disabled people's needs even if this requires more favourable treatment

See Action Plan

Making it happen

Implementation

The DES will be implemented according to the action plan. This will be overseen by the head teacher and DES working party.

Publication

The DES will be published with the Accessibility Plan and included in the School Development Plan. It will be included in the prospectus and published on the school website. It will be available, in the school office, for anyone to see upon request. It is also included within the Equality and Community Cohesion Policy.

Reporting

The DES will be reported on annually, along with the Accessibility Scheme, to the Full Governing Body. This will happen during the Autumn

Term and is the responsibility of a working party. They will report on progress towards meeting the Action Plan.

Reviewing and revising the scheme

The scheme will be reviewed and revised, with the Accessibility Scheme, in the Autumn Term 2012. The process will involve disabled pupils, staff and parents and will be based on information gathered by the school.

DES Action Plan Dec 2012-Dec 2013

<u>Priorities for the scheme and Action Plans</u>	<u>Action</u>	<u>Personnel Involved</u>	<u>Deadline Date</u>	<u>Costs / Resources</u>	<u>Success Criteria</u>
<p>Promoting equality of opportunity</p>	<ul style="list-style-type: none"> ➤ Continue to ensure that a paragraph exists in the school prospectus and on the website which explains the support that school is willing and able to provide for completing letters, forms etc ➤ Ensure that as part of the induction process for all new starters (at any age) the above paragraph is explained to ensure parents with poor reading skills are not disadvantaged and understand the support which can be offered. ➤ Staff CPD on raising awareness of disability in school. SENCo must have access to CMIS in order to maintain an overview of the pupils identified as being in vulnerable groups. ➤ All new / updated / amended policies will include a statement on equality of opportunity and how we aim to promote this at Aqueduct school. 	<ul style="list-style-type: none"> ➤ MW and VW to ensure it becomes part of the induction for the new intake children/parents. ➤ MW to ensure that this support is explained to all parents with children that start school during the year ➤ Ongoing CPD will be delivered through both outside agencies and through Peer support between staff as required. MW to liaise with staff on training requirements. ➤ Any staff member reviewing or writing a policy. Performance and Standards Committee to oversee that this statement is included before a policy is adopted by them on behalf of the Full Governing Body. 	<p>Induction process to be amended ready for the next intake meetings.</p> <p>Staff meeting times to be built as required to deliver relevant CPD. E.g. Moving and Handling, Epi-pen, Asthma etc</p> <p>Ongoing as policies are reviewed, updated or written.</p> <p>Ongoing monitoring of</p>	<p>No additional costs for amending induction process.</p> <p>Costs would only be incurred where outside agencies are involved in training.</p> <p>No costs involved in adding this statement.</p>	<p>Induction meetings make it clear that support is offered to support reading and completion of letters/forms</p> <p>All school staff are aware of the range of disabilities being considered under the DES and are more confident in supporting the adults / children with identified needs.</p> <p>All policies will eventually contain the statement on equality of opportunity.</p>

	<ul style="list-style-type: none"> ➤ Ensure that at Aqueduct School we follow the Telford and Wrekin policies for recruitment, retention and development of staff so as to ensure equality of opportunity and allow LA monitoring to take place. ➤ Ensure that there are at least 2 governors that have completed the Safer Recruitment training. 	<ul style="list-style-type: none"> ➤ Governing Body and Headteacher ensure that these policies are adhered to when making new appointments, look at retaining staff and offering CPD. ➤ CoG / Training Governor to ensure this training is booked and attended. 	<p>policies and practices as new appointments are made, staff are retained and CPD is offered.</p> <p><i>Performance Management should be used as a vehicle for promoting CPD for all staff.</i></p>	<p>Costs will vary depending upon the needs of the school at the time: E.g. – additional funding to retain excellent members of staff.</p> <p>CPD funding to meet the needs of Performance Management development as well as other ongoing CPD resource implications. (Supply costs as well as course fees to be considered).</p>	<p>Monitoring by Headteacher and Governors shows that the T&W policies are being adhered to.</p>
<p>Eliminating discrimination</p>	<ul style="list-style-type: none"> ➤ Maintain SEAL work throughout school ➤ Further develop the role of the Pastoral Support Staff on dealing with bullying and discrimination. Additional hours given to Learning Mentor funded through TaMHS. Circle of Friends, Mini-SEAL Gold etc to be run where appropriate. ➤ The educational opportunities offered at Aqueduct school ensure that all pupils are able to achieve to their full potential, regardless of physical or intellectual ability / need. ➤ Staff regularly monitor the progress of Vulnerable children in their classes using the 	<ul style="list-style-type: none"> ➤ All staff within school who work with children will reinforce and promote the SEAL ethos ➤ JH in particular to attend training through Learning Mentor role. MW to ensure training needs are supported. ➤ Headteacher, Chair to oversee that this happens. However, all staff and governors (particularly link governors) have a responsibility to ensure that this is happening and challenge any occasions when they feel a need is not being met. ➤ All staff. CiC 	<p>Ongoing work of SEAL Training needs to be identified and where possible arranged.</p> <p>Work on anti-bullying and discrimination is already in place and will continue to be developed e.g. Blue Day, Anti-bullying week etc.</p> <p>Ongoing.</p> <p>Ongoing (each half term at team meetings) for tracking pupils progress.</p>	<p>Training cost to be met as required (and within the training and development budget)</p> <p>Costs may be incurred in order that the correct training or equipment is in place to ensure the needs of all children are met.</p> <p>No costs</p>	<p>The Learning Mentor will be more proactive in dealing with the needs of the children / adults and be supporting their needs appropriately. There will be a clear system in place for dealing with allegations of discrimination, bullying or harassment.</p> <p>All pupils, regardless of their needs are seen, through monitoring of attainment and achievement to be accessing the curriculum to their full potential.</p> <p>All pupils from vulnerable groups are closely</p>

	<p>individual pupil tracking grids. These groups will include, FSM, EAL, SEN, CiC etc as well as boys and girls</p> <p>➤ A member of staff will be available at lunchtime to support vulnerable pupils who find this time difficult to cope with leading to behaviour problems.</p> <p>Also see Disadvantage Subsidy Action Plan.</p>	<p>Governor to support with monitoring of any Children in Care, including their individual plans.</p> <p>➤ Judy Hayward will support in the SEAL room.</p>	<p>CiC Governor to meet at least termly with designated teacher for CIC.</p> <p>Autumn term start and ongoing as required (and while funding lasts)</p>	<p>Disadvantage subsidy money to be used to support the payment of salary. The majority of children accessing the support are eligible to receive DS support.</p>	<p>monitored and their progress tracked through their individual tracking grids. Staff know who the children are (in their own classes) and what support has already been given and identify future needs. SENCo has a complete overview of these pupils and their progress.</p> <p>Incidents of poor behaviour will decrease as the children will have somewhere to go and a staff helper to support them when required.</p>
Eliminating harassment	<p>➤ As above – SEAL etc</p> <p>➤ School council to be actively involved in working alongside staff and governors on anti-bullying / harassment issues.</p>	<p>➤ Sam H – link adult for School Council, MW, EP, working party for DES and link governor</p>	Ongoing.	No costs involved unless additional time or resources are required.	As above
Promoting positive attitudes	<p>➤ Audit of books showing disabled people and their contribution</p> <p>➤ Purchase of new books (number needed) to meet needs</p>	<p>➤ Literacy coordinators (during book audit) supported by link governor as appropriate. Orders to be placed by VW after consultation with MW and link governor.</p>	Summer Term 2012	Costs will depend on the number of books required – (Approx 20 new books @ approx £6 each =£120)	New books will have been purchased and will be in use.
Encouraging participation	<p>➤ Continue to review PE policy to ensure that there is clear guidance on the ways for children with disabilities to</p>	<p>➤ Subject Leader to liaise with Sports Partnership to identify sporting opportunities</p>	End of Spring Term – then monitor as per cycle.	There could be costs involved in providing suitable adapted equipment for use within	PE policy will have been audited and amended as necessary and be made available to parents, staff

	<p>actively participate in physical education and access a range of competitive and non-competitive sports.</p> <ul style="list-style-type: none"> ➤ Actively pursue opportunities for children with disabilities to participate in sporting activities – signpost opportunities within the local community – such as football. ➤ The educational opportunities offered at Aqueduct school encourage all pupils to achieve their full potential, regardless of physical or intellectual ability / need. ➤ CG will have identified 1:1 support in PE lessons. Staff training to support with this. 	<p>for adults/children with disabilities, and make them aware of these.</p> <ul style="list-style-type: none"> ➤ Headteacher, Chair to oversee that this happens. However, all staff and governors (particularly link governors) have a responsibility to ensure that this is happening and challenge any occasions when they feel a need is not being met. ➤ CGs support staff along with class teacher and TA. (Currently DB, DJ, VW and SS) 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>school to ensure disabled children are able to fully participate. Training could also be required for Staff meetings / CPD</p> <p>No financial costs to inform parents / pupils of opportunities.</p> <p>Costs may be incurred in order that the correct training or equipment is in place to ensure the needs of all children are met.</p> <p>Costs for specific training as required.</p>	<p>and governors.</p> <p>Subject Leader will have ongoing meetings / discussions with Sports Partnership to actively involve the school in supporting and signposting opportunities for pupils and parents with disabilities to access sport.</p> <p>All pupils, regardless of their needs are seen, through monitoring of attainment and achievement to be accessing the curriculum to their full potential.</p> <p>CG will access as much PE as possible. Modifications to activities will be planned for and carried out at all times so that he is able to participate to his full potential. Staff will be confident in planning for CG and supporting him in lessons.</p>
<p>Taking steps to meet disabled peoples needs</p>	<ul style="list-style-type: none"> ➤ Questionnaire to be completed whenever a new child starts school which asks parents to inform the school of <i>any</i> disabilities for the child or themselves for which the 	<ul style="list-style-type: none"> ➤ H&S committee / governors to be involved as appropriate. 		<p>Costs of paper for printing the questionnaire – make it available on-line for parents wishing to use this facility.</p> <p>Time for working party to</p>	<p>The questionnaires will be in place and form part of the regular induction process for all new starters to Aqueduct School.</p>

	<p>school needs to take additional measures in order to offer support or meet their needs.</p> <ul style="list-style-type: none"> ➤ Work closely with all professional agencies (e.g. educational psychologists, physiotherapists, school nurses, EWO, Sensory Inclusion Services SALT and Occupational Therapy etc) in order to ensure that the needs of the staff and pupils of Aqueduct School are met, specifically in relation to their emotional, intellectual and/or physical needs. ➤ There may need to be further adaptations to steps, handrails etc for CG as he progresses through school. Liaison with LA and Occupational Therapy. ➤ Repairs to be made to car park pot-holes in disabled parking spaces ➤ Investigate if the loose stones around the office area can be replaced or concreted in to stop them from being knocked on to the path where they can jam wheelchair wheels. 	<ul style="list-style-type: none"> ➤ Headteacher, SENCo, Chair, Designated teacher for CiC, have an overview of this. All staff to work closely with agencies to promote well-being for the children and other members of staff. ➤ MW to liaise with LA /PCT staff as appropriate ➤ MW to ask LA for quotes to repair pot-holes ➤ MW to seek advice and quotes for work. 	<p>Ongoing.</p> <p>Ongoing – New adaptations for improved access during Summer Holidays 2012.</p> <p>Summer Holidays 2012 whilst other works take place.</p> <p>Summer Holidays 2012</p>	<p>analyse the information and identify needs and action points.</p> <p>Costs may vary and be incurred for a variety of reasons in order to meet the needs of the children and staff. Grants may also be accessed under certain circumstances that will support adults and children with disabilities – e.g. Statements.</p> <p>There will be a range of costs depending upon needs. Funding sources will be explored to help support the school with additional costs.</p> <p>Approx £500 but may be able to access funding through LA</p> <p>Unknown at present, quotes to be sought.</p>	<p>Staff and pupils will have access to the necessary professional agencies when the needs arise.</p> <p>The needs of CG and any new pupils will be met and improvements to the school will have been made as required.</p> <p>Pot holes will be repaired.</p> <p>Stones to be replaced or secured if possible.</p>
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Aqueduct Primary School

Accessibility Plan

2011 to 2014

Introduction

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

- Not to treat pupils with disabilities less favourably for a reason related to their disability, whilst ensuring that their disability is not highlighted inappropriately.
- To make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage;
- To plan to increase access for pupils with disabilities.

This plan sets out the proposals of the Governing Body to increase access to education in the three areas required by the planning duties in the DDA:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- Improving the delivery of written information to pupils with disabilities, ensuring equal access for all

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Starting points

A. The purpose and direction of the school's plan: vision and values.

School Aims

At Aqueduct Primary School we strive to provide high quality teaching and learning within a caring environment. We value diversity, promote equality and celebrate achievement. We aim to develop the whole child, working in partnership with parents, families, carers and the wider community. Our intention is to enable each child to achieve their full potential within a safe and secure learning community.

We are working to provide:

- high quality teaching and learning
- an environment which is safe, secure, caring and stimulating
- a time to listen, to be heard, to reflect
- a celebration of doing well

We encourage:

- high standards
- feeling good about ourselves
- an understanding of others
- working and playing together
- a sense of joy in learning

We want our school leavers to take with them:

- pride in their achievements
- an interest in learning
- growing independence
- growing confidence
- special memories of Aqueduct

So that they can take their place as caring, responsible individuals, and be trusted, valued and loved in the community in which they live.

We are inclusive in all areas of school life, e.g. school council, breakfast and after school clubs and extra curricular activities including out of school visits and residential visits.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in the National Curriculum 2000:

1. Setting suitable learning targets
2. Responding to pupils diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school has set the following priorities for the development of the vision and values that inform the plan.

- **To disseminate the Accessibility Plan to all staff**
- **To keep them up to date with any changes to the plan**
- **To remind them regularly of the plan**

B. Information from pupil data and school audit

Pupils currently in school to whom the plan applies include those with

- a. Hearing and visual impairments

- b. Behaviour problems and ADHD
- c. Autistic Spectrum Disorders
- d. Food allergies
- e. Moderate Learning Difficulties
- f. Speech and Language problems
- g. Dyspraxia
- h. Cerebral Palsy
- i. Eczema
- j. Charcot Marie Tooth Syndrome
- k. Junior Arthritis
- l. Asthma

We are informed of the needs of pupils prior to admission through

- a. Child health
- b. ISA (Independent Safeguarding Authority)
- c. Early Years settings
- d. Induction visits for parents and pupils
- e. Previous schools

We admit children with behaviour and ASD problems whose needs have not been well met in their previous schools.

Our attendance is slightly above the national average.

Outcomes for all children are monitored through $\frac{1}{2}$ termly tracking and year group profiles.

Children are rewarded for out of school activities by recognition in Achievement Assemblies.

In spite of recent adaptations to the school building which comply with the DDA (Disability Discrimination Act), the school is not wholly suitable for children or adults using wheelchairs or mobility aids. Space in individual classrooms is the main issue, some doors are not yet accessible for wheelchair users without support from others due to the height of the step and one corridor is too steep for most wheelchair users without assistance. All of these issues are dealt with through the use of an individual PEEP (Personal Emergency Evacuation Plan). In 2012/13 adaptations were made to four doors allowing ease of access for wheelchair users.

Building work 2009/2010 complied with DDA and all areas of the new building are accessible to children or adults using wheelchairs or mobility aids. The new toilets meet current requirements for access and a new toilet has been built specifically to meet the requirements of those pupils and adults that require the use of a wheelchair or mobility aid. The original toilet area for use by pupils and adults with disabilities has also been improved through the fitting of an electrically controlled height adjustable changing bed. This specifically meets the needs of two current pupils within school. New modifications to the school site have helped to increase accessibility levels for adults and pupils.

Where possible, children are included in all areas of school life.

There are infrequent occasions, e.g. school trips when, for their own safety or that of others, they are not able to participate, e.g. visits to Arthog, although modifications and adjustments to the programmed events are made wherever possible to allow pupils to attend. So far there have not been any occasions when children have not been able to attend school visits or residential visits due to physical needs.

The school has set the following priorities for the development of information and data to support the school's accessibility plan

- **Maintain good links with all "feeder" groups**
- **Monitor the occasions when we have to turn away pupils**
- **Continue to monitor attendance**
- **Monitor any exclusion of pupils from trips etc.**
- **Any further adaptations to the school to be inline with requirements of the DDA**
- **Systems that are already in place will be evaluated; e.g. Provision Maps.**

C. Views of those consulted during the development of the plan

The views and aspirations of children and their parents are sought during our inclusive Annual Reviews.

We maintain good links with parents through regular parent consultations and an "open door" policy.

Staff are consulted regularly through staff in service and informally.

It is not a priority for the LA to make Aqueduct Primary School fully accessible for all pupils as there is an accessible school nearby and resources are directed there. However, new building work and an access ramp on the playground have been provided and this has made the site accessible for all.

The school has set the following priorities in respect of consultation on the plan

- **Continue to consult with all stakeholders**

The main priorities in the school's plan

A. Increasing the extent to which pupils with disabilities can participate in the school's curriculum.

Positive images of people and children with disabilities are reinforced through new reading books and stories which have been bought over the past few years. This is also the case with some of the promethean resources.

Children attend the Speech and Language clinic when required and also have appointments and support from therapists within school. Children are referred for assessment by the school when appropriate. A termly meeting is held between the Speech and Language Therapist and The SENCo. The SALT (Speech and Language Therapy) department have been involved with others as have Physio and Occupational therapy. There are currently children in school across KS1 and KS2 accessing this provision. Other children are waiting for appointments to become available.

The Occupational Therapist also works within school to support children with their specific needs. Children sometimes attend the Occupational Therapy Clinic.

All therapists within the PCT (Primary Care Trust) work with children in mainstream settings and can be called on for advice and support.

Promethean boards make many areas of learning more visual.

All children are regularly assessed

All staff have high expectations of all children.

Support assistants are deployed according to needs within each class/ intervention groups through the use of provision mapping.

The SEAL programme runs throughout school, lead by the Headteacher and SENCo and it is followed up in all classes.

SEAL shows pictures of children with a variety of disabilities and includes them in stories.

Mini SEAL Gold is used by the Learning Mentor, particularly in KS1, to support the needs of the pupils and their families.

Training in the use of the Cool Kids programme has been attended. The programme is used with KS1 children to help develop their physical coordination and raise self confidence and self esteem, when appropriate.

Children currently use raised writing boards in order help them with fine motor control, when needed.

Wobble cushions are used by some children to help them with their posture when sitting at tables or on the carpet.

A triangular posture support is used for a child with Cerebral Palsy to help with posture and physical therapy.

1 child now has a Statement and works on a laptop in order support his specific needs (Charcot Marie Tooth Disease). Parents are also notified of visits so that additional support can be given to the child and a wheelchair is used when appropriate. This allows him to access all visits including the residential he attended in 2009.

One child has specific needs for disability, including the use of a Wheelchair, a wheeled , height adjustable seat and 'K' walker. Access for this child will be a priority in terms of his future needs and any adaptations/modifications to the school building or classroom layouts as he progresses through school.

All Staff have received training in the use of Makaton to support a child with speech and language difficulties. The children are learning Makaton so that they also recognise common signs and symbols.

The school has set the following priorities for increasing curriculum access

- Provision mapping will be used with individuals and groups of pupils and targets to be set in line with class targets, so children with Provision Maps can be included in whole class lessons at their level.
- Continue to use some wave 2 and 3 initiatives in Numeracy and Literacy along with Letters and Sounds literacy to bridge gaps in learning.
- We offer Family Learning sessions in Numeracy, Literacy, SEAL and ICT.
- The Learning Mentor will continue to fully develop the use of Mini SEAL Gold to support children and their parents and look at opportunities to work with pupils from KS2 and their families.
- To continue to look for CPD opportunities to develop the expertise of support staff and teaching staff – Makaton, Lifting and moving children (Manual handling), Nurture provision

B. Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services

Recent building work has been inline with DDA requirements. (See above)

A wheelchair lift allows access to the whole school via the main entrance for wheelchair users. A door ramp is available for any wheelchair user to assist with exiting the building from doors with one step. The new building has sloped access to the main doors for ease of access for pupils, staff, parents and visitors.

There are now two suitable toilets for people with disabilities.

There are still internal areas of the school which are not fully suitable for people with disabilities due to confined spaces and a steep slope.

A new access ramp has been built on the school grounds to enable access from the top playground to the lower playground. All areas of the school can now be accessed by people with disabilities. The ramp also supports access for parents bringing younger children in pushchairs/prams. A new access ramp was built to make wheelchair and pushchair access easier to one class base from the playground and three doors now have a raised tarmac ramp leading to them to overcome initial difficulties with the height of the step up to the door.

All tables for the two new classrooms are height adjustable to meet the needs of the pupils. Two sizes of chairs were purchased to meet the current needs of the pupils using the rooms.

The school has set the following priorities for physical improvements to increase access:

- All further building work will be in line with the DDA
- Equipment, furniture, building alterations will be considered if and when the need arises
- Funding sources will be accessed when necessary and if available.

C. Improving the delivery to pupils with disabilities of information that is provided in writing for pupils who are not disabled

We do not currently have any pupils with severe visual impairments; however we regularly make modifications to the size of text and at times the colour of the paper being used to support some pupils when reading texts.

The school has set the following priorities for providing information to pupils with disabilities:

- **If and when any pupils with severe visual impairment are admitted to the school, we will seek further advice and help from the appropriate support services and follow their advice.**

Making it happen

A. Management, coordination and implementation

The school's plan has been presented to the full Governing Body and approved by them.

Responsibility for implementing the plan lies with the Governing body.

The school has set the following priorities for the management, coordination and implementation of the plan:

- **It will be reviewed annually and revised, when necessary, by the Resources Committee with advice and guidance from the Governor responsible for SEND and the SENCo.**
- **Resources and funding will be sought from appropriate sources as and when necessary.**

B. Getting hold of the school's plan

The accessibility plan will be available on the school's website and in the school office.

The SENCo and Governor for SEN will hold copies.

The school has set the following priorities for making the plan available

- **The plan will be added to the website**
- **A copy of the plan will be kept in the school office.**
- **A copy will be placed in the School Prospectus.**
- **A copy is held within the Equality and Community Cohesion Policy**