



The Mosley Academy

Disability Equality Scheme

2013 - 2016

NB: This plan is updated annually when information is gathered from children and parents new to the school.

The Mosley Academy
Disability Equality Scheme and Action Plan Audit

Disability	Physical Impairment	Sensory Impairment	Learning Difficulty and SpLD	Medical Condition	SEBD	Sp&L
Pupils		2	5	3	5	2
Employees/Volunteers				1		
Parents/ Visitors	1	14	3	1	2	

	Attendance		Exclusion		All Pupils	On Disabled REG
	All Pupils	On Disabled REG	All Pupils	On Disabled REG		
	96.3%					
P						
S						
LD and SpLD						
MC						
SEBD						
Sp&L						



The Mosley Academy Disability Equality Scheme and Access Plan 2013 - 2016

At The Mosley School we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

In this scheme we will outline how we can promote disability equality for all disabled pupils, staff, parents and other users of our school.

Our schools has a duty to promote disability equality and also to publish a **Disability Equality Scheme** which explains how we are doing this now and what we plan to do over the next three years.

Our Duty is to make sure that:-

- We do not discriminate against anyone as explained in the Disability Discrimination Act 1995
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We remove any barriers which may discourage disabled people from playing a full part in our school life
- We encourage full participation by everyone in our school activities

What Do We Mean By Disabled?

There is a **definition in the Disability Discrimination Act 1995**, which indicates that we consider someone to have a disability if he or she has a *physical or mental impairment or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities*. A fuller idea of what disability means in our school can be seen in the section 'Is Tom Disabled?' in Appendix A.

Our school is situated in the village of Anslow on the outskirts of Burton-on-Trent. The school catchment area - the village and Beamhill Road is

predominately private sector housing, with some public sector houses, farms and related industries. There have been several recent housing developments within the village and farm buildings converted into industrial units.

Although there is a mixture of urban and rural employment, the bulk of the working population commutes.

The school currently has 125 children on roll; aged from 4 - 11.girls. The school is organised into four mixed age classes - R / Y1; Y1 / Y2; Y3 / Y4; Y5 / Y6.

All areas of the school are available for use by all pupils, except the staff room, store rooms / stockrooms, plant rooms, school kitchen and school field and garden* for health and safety reasons.

* children can access only under supervision / pond!

Collecting and Using Date Effectively

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

Creating a list of people with a disability

- We have included any pupils who have a disability that fits the description given in the Disability Discrimination Act 1995.
- Staff have had the opportunity to disclose any disability to the Head Teacher in confidence. New staff will have this opportunity on an application and following appointment. (When we recruit new staff we follow the County's Human Resources guidelines.)
- Development of data showing disabilities of governors, parents, carers, guardians and other users of school will be ongoing.
- An audit of attendance and exclusions related to any disabled pupils is done annually.
- An audit of pupil performance in KS2 SAT will be used to look for trends and areas to improve.

Developing the scheme with as many views as possible

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

See audit forms kept in school office

We appreciate the range of views from all users of our school. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes:-

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

Our school offers good access to disabled users because:

- It is built on one level and has provision for people with mobility difficulties to ensure they can get around easily. Ramps and wide doors are fitted and there is a space for any car users who need to park close to the building.
- We have sound field systems fitted our classrooms.
- We have toilet facilities which are suitable for physically impaired users.
- Consideration has been made when choosing lighting, floor covering and ventilation.

- Any further projects to develop the school buildings will take account of the needs of disabled pupils / staff and users of the school.
- We will review mobility and access issues relating to the building each year at the Governors Health, Safety and Premises committee.

Possible issues that may arise:

- Our school is oversubscribed and currently full. For example: in Class 3 (Y3 / 4) we have 37 children and although we have wheelchair access, it would be impossible for a wheelchair user to enter the room or to move around. This is because the furniture needed for the children fills all the available space.
- There are no additional teaching spaces

Curriculum Access

- We are a Dyslexia Friendly School and are applying for Enhanced Status.
- Children are taught using a variety of teaching and learning methods as outlined in NC Inclusion statement - See appendix B.
- Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- All staff (teaching and support) are trained in 'Assessment for Learning' and this is regularly updated.
- Individual Education Plans are written, SEN register is kept up to date and includes details of intervention programmes offered to pupils.
- Advice is sought from SENSS Advisory Teacher, Educational Psychologist, and other outside agencies such as Autism Outreach, Hearing Impaired Support etc. to inform staff of the best ways to provide any reasonable adjustments that may be needed.
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that any disabled pupils are appropriately supported.
- Analysis of Value Added figures help school to see how effective extra support sessions, for pupils with specific learning needs, have been.

- Embedded support systems to make sure pupils who need assessments read to them have this support provided.
- ICT is used as an aid where appropriate for pupils with specific difficulties.
- Interactive whiteboards offer coloured backgrounds and text with suitable font and colour. (Can be helpful for dyslexic pupils.)

Communication Between Home and School

- School sends home regular newsletters. Copies are posted on the school notice board and on the website. A text messaging service is used to provide reminders and short messages to parents.
- From January 2014 parents will be able to access on-line payments for dinner money, class trips etc. (trialled unsuccessfully in 2012)
- Staff make themselves readily available to speak to parents at the end of the school day.
- All parents are offered the opportunity to speak to teachers to discuss pupils' progress twice each year. Written reports are sent out annually.

All pupils are encouraged to participate fully in school life. We will do our best to encourage all children to become actively involved creating a community for everyone.

School Council members are voted in place by pupils and all pupils hold these roles in the course of their school career successfully. Other responsible roles are also filled by the pupils. e.g. buddies, Playground Leaders, School librarians, monitors, Huff Puff etc.

Learning and Teaching

There are always adjustments being made to aim to improve everyone's learning experience. We will focus on checking that any disabled pupils progress is in line with their abilities and that should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately.

- Academic progress is monitored and consideration will be given to the Value Added Figure.
- All pupils on SEN register will be monitored closely and action taken to ensure they can access the curriculum at their level. This may be by working in a set of similar ability or by receiving 1:1 support in specific areas. This could be for dyslexia or may equally be support of a nurturing group e.g. HOPE, to develop communication skills.
- Children receiving extra support will all have their individual support targets monitored and reported to parents / carers.
- Using RAISE online and lesson observations we track and analyse the achievement of all our pupils.
- Planning by classteachers will need to identify the reasonable adjustments being made and be included in their formal plans.
- Reviews of the Policies in school is on going.
- Our Behaviour and anti-bullying policies are reviewed bi-annually.
- We are a Healthy School (2006 / 2009 / 2010 / 2011 - we no longer apply as costs in excess of £800 per annum).

The effectiveness of any adjustments will be monitored regularly and by asking disabled users for their opinions.

Feedback will come from

- Pupil interviews
 - Parent / guardian / carer questionnaire
 - Staff opinion - all staff, teaching and non-teaching
 - Governors
 - Users of the school
-
- Findings **collated** by a member of the Working Party
 - Ideas **discussed** at staff meeting and by the Senior Leadership Team
 - **Developed** during Inset Day and with Governors
 - **Discussed** with staff / interested parties and School Council / working party
 - Leading to **implementation**

Reviewing and Monitoring how we are Creating a School which is welcoming and inclusive

We will review the Action Plan annually during the Autumn Term Governors Meeting. We will look again at the information we have to see if the actions we have taken have had a positive impact on the opportunities and outcomes for disabled pupils.

Parents opinions will be welcomed on a questionnaire sent home during the Spring Term - relating to all school matters. Children complete a questionnaire in the Summer Term.

Revision Of The Scheme

Constant reviewing will inform the scheme's revision, and setting new priorities on the Action Plan. We must always take account of disabled people's views and the information and data that we collect within our school. The revision will take place annually when new children are admitted to the school and new families join the school community.

Parents, carers and users of our school can request a copy of The Mosley Academy Disability Equality Scheme and Access Plan from the school office.

Updated September 2013

Action Plan for Disability Equality Scheme
Covering 3 years May 2010 - 2013

	Activity	Responsible	Timescale	Outcome
	Revised questionnaire to parents to include opportunity to raise access/disability issues.	AJ	Annually Note: initial questionnaire Jan 2008	Done
	Revise Questionnaire to new parents to include opportunity to raise access/disability issues following transition.	AJ	Issued annually	Done
	Collect views of disabled users of the school with specific focus on reading letters and information sent home. Direct contact with known parents.	AJ / School Office	Done annually Updated September '13	Continuing
	Devise disabled register and offer this list to staff to add where necessary	AJ	September '13	Annually
	Collect any relevant data to analyse <ul style="list-style-type: none"> • Attendance • Exclusions • Academic performance of any disabled pupils 	AJ / AM / RC	Annually in Autumn term	Annually and continuing

	Behaviour Policy - update to reflect schools responsibilities regarding DES	SLT and all staff	Bi- annually	To be revised 2015
	Actively seek advice to share good practice relating to disability issues and data.	TS / AJ	As appropriate	Ongoing

Appendix A

Definition of Disability as written in the Disability
Discrimination Act 1995

PART I

DISABILITY

*Meaning of
'disability' and
'disabled
person*

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

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

*Past disabilities
apply in*

2. - (1) The provision of this Part and Part II and III

Relation to a person who has had a disability as they apply in relation to a person who has that disability.

made by

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

include

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

disability.

Act, the

(4) In any proceedings under Part II or Part III of this
question whether a person had a disability at a particular
time ('the relevant time') shall be determined, for the
of this section, as if the provisions of, or made under,

purpose

this Act

in force when the act complained of was done had been in
force at the relevant time.

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

Fuller Definition of Disability

The Disability Discrimination Act defines a disabled person as someone who has '*a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.*'

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

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

The definition can include a wide range of impairments such as

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

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

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

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing and eyesight

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

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

There are special provision for people with progressive or recurring conditions.

At The Mosley School we will collect details of disabled

- Pupils - A list will be created using SEN register, medical records and entry data sheets. This will be held on the main school data base.
- Parents/Guardians/Carers - this information will be gathered from disclosure to school or from entry data sheets. This will be held on main school data base.
- Staff - by choosing to disclose the disability in confidence to the Headteacher. In future this information will be ascertainable from a job application form. This will be held on main school data base.

Disability Information will be Audited According to Type:

Type of Disability	Including	
Physical Impairment	Mobility difficulties, limb malformation, missing limb	
Sensory Impairment	Sight and Hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty including SpLD	Dyslexia, dyspraxia, ADHD, ASD, Obsessive	

	compulsive Disorder	
Medical Condition	Diabetes, Arthritis, Cancer, Depression and many other conditions which require long term treatment	
Social, Emotional and Behavioural Difficulties	Behaviour and emotional differences which impact daily life	
Speech and Language	Development delay or physical difficulties leading to Sp & L extra needs.	

Is Tom Disabled?

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?
 - Mobility: getting to/from school, moving about the school and/or going on school visits
 - Manual dexterity: holding pen pencil or book, using tools in design and technology , playing a musical instrument throwing and catching a ball.
 - Physical co-ordination: washing or dressing, taking part in games and PE.
 - Ability to lift, carry or otherwise move every day objects: carrying a full school bag or fairly heavy items
 - Continence: going to the toilet or controlling the need to go to the toilet
 - Speech: communication with others or understanding what others are saying. How they express themselves orally or in writing.
 - Hearing: hearing what people say in person or on a video, DVD, radio or tape recording
 - Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including and visual presentations in the classroom.
 - Memory or ability to concentrate learn or understand: work in school including reading, writing, number work or understanding information.
 - Perception of the risk of physical danger: inability to recognise danger e.g. jumping from a height, touching hot objects or crossing roads.
2. Is Tom's difficulty caused by an underlying impairment or condition?
3. Has Tom's impairment or condition lasted a year or more?
4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to question 1 to 4 then Tom is probably disabled under the Disability Discrimination Act. If Tom received medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

The three circles, based on the NC inclusion statement

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

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

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

The three circles are often in use in classrooms, but usually not all together. For example, the learning objectives may be right in programmes, which break mathematics learning down into very small steps, but if teaching styles are not also varied you will get 'death by worksheet'. To give another example, the access strategy may be to attach a teaching assistant to the child, but if the appropriate learning objectives and teaching styles are not also adjusted, the child may be 'helped' to access a totally inappropriate curriculum.

