



PRIMARY SCHOOL

'Attainment through Caring, Challenge & Creativity'

Disability Equality and Access plan

(includes Objectives)

2023-24

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Disability Equality and Access plan Birkdale Primary School

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is Machalla McDermott They will:

- Meet with the designated member of staff for equality annually before the AGM and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor annually to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive information on the Equality Act as part of their induction, and all staff receive refresher training every year in either September or January

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school will keep a written record if necessary (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Birkdale Primary School profile and organisation

We have 60 places in each year group with part time and full time places in the Nursery which has a capacity of 60.

Our aim at Birkdale is to create a positive, stimulating and happy learning environment through which all children will achieve success and develop their potential to the full. We look to promote their academic, spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of adult life. We are committed to providing all children with the same opportunities, regardless of gender, race, creed or culture.

The school was built in 1885, enlarged in 1892 with adaptations made in 2009 and then again in 2014. There have been numerous amendments made to the original building and grounds. Amendments include new ramps, doors, disabled toileting facilities, hand rails, lift and an electric changing table.

The majority of the school is on one level with the access from the main entrance area to the school and the raised play deck both accessible by stairs but with disabled access by lift. The school has a staff car park which is not large enough to cater the needs of all staff within the school. There are disabled parking bays available. Corridors and doorways are wide enough for wheelchair access and there are ramps to provide access into the building where required. The main entrance is accessed through wide, automatic doors and is at street level.

Inclusion

The principles of the SENDs Policy are as follows:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision is completed as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To ensure that all lessons are dyslexia friendly to address a diversity of learning styles and needs.

Introduction

The SEND and Disability Act 2015 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA:

- Not to treat disabled pupils less favorably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

Further duties under part 5A of the DDA require the Governing Body to:

- Promote equality of opportunity for disabled people: Pupils, staff, parents, carers and other people who use the school or may wish to;

And,

- Prepare and publish a disability equality scheme to show how they will meet these duties.

The Disability Equality and Access Plan sets out how the Governing Body will promote equality of opportunity for disabled people and will increase access to education in the three areas required by the DDA planning duties:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Section 1: Starting points

1A: Vision and values (purpose and direction of the plan)

Birkdale Primary School is an inclusive environment in which the whole school community is given equal opportunity to fulfil its potential. This takes account of The National Curriculum inclusion Statement, the Disability Discrimination Act (1995), The disability Equality Duty (2010), Removing Barriers to Achievement and the 5 key outcome of which remain important as when they were introduced in Every Child Matters in 2003

:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

We endeavour to identify and remove barriers in order to promote equality of opportunity - this includes parents, pupils, staff, governors, visitors and the wider the community.

This reflects our school mission statement Attainment through caring, challenge and creativity - enabling us to;

- Grow to understand our uniqueness
- Being encouraged to flourish without fear or prejudice

Equality Objectives (see also Section 2: Priorities to promote disability equality and increase accessibility.)

A big success of the previous plan was to achieve Dyslexia Friendly Status. The following objectives are set out in a clear Action Plan at the end of this document and we hope to achieve 100% success rate with all objectives.

- To promote positive images of disability.
- School to continue to promote positive attitudes to disability.
- To increase participation of disabled pupils in after school activities.
- To encourage disabled pupil's to actively represent their school.

- To track the progress of pupils with a disability to ensure that they reach their full potential.
- To provide staff training as required.
- Screen for visual stress.
- To improve disabled parking at school.
- To improve the use of visual aids across school.
- To ensure that all corridors are kept clear to allow constant disabled access.
- To ensure that all disabled toilets are kept clear to allow use by any parent, visitor, member of staff or pupil.
- To improve the use of signs informing parents and visitors of toilet facilities.
- Improve information sharing for parents who may have difficulties with written material.
- To gather information to identify the disabled school population.

We have recently updated this section with an additional 4 new objectives:

Objective 1: Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the Governing Body

Why we have chosen this objective: Not previously in place

To achieve this objective we plan to: undertake analysis as part of regular self-review

Progress we are making towards this objective: Informed relevant staff and training for safer Recruitment has taken place.

Objective 2: Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: In readiness for staff upon induction

To achieve this objective we plan to: Inform relevant staff

Progress we are making towards this objective: Forms part of interview. Staff have responsibility to report any developing/new disabilities.

Objective 3: Train all relevant members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: Training needed renewing

To achieve this objective we plan to: Book onto training

Progress we are making towards this objective: ongoing

Objective 4: Ensure all staff are aware of children in school with any SEND issues and are trained appropriately to support if necessary.

Why we have chosen this objective: Importance to Self Evaluation process.

To achieve this objective we plan to: Include in whole staff training and INSET

Progress we are making towards this objective: Sessions and training ongoing

Definition of Disability

The Disability Discrimination Act (DDA) defines a person with a disability 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 impairment includes sensory impairments.
- Mental impairment includes learning difficulties and an impairment resulting from, or consisting of, a mental illness.
- Substantial means more than or trivial.
- Long term is defined as being 12 months or more.

The definition comprises a wide range of impairments, including 'hidden' impairments such as dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder (ADHD).

The definition of disability comes from the DDA and the definition of special educational needs comes from the Education Act and there is significant overlap between these two groups.

1B: Information Gathering

The SEND lead and Senior Leadership Team of the school regularly collect information with GDPR at the centre of all data gathering. This information, such as SEND and medical needs registers are reviewed and updated termly. These are kept secure but the numbers and what support children receive is regularly discussed and shared by staff, parents and Governors. Data is also obtained from staff, governors, parents, pupils and visitors to the school via questionnaires (please ask to speak to Mrs Grice - SEND lead or the Headteacher for the latest information on this). Blank pro-forma of the information is presented below:

Analysis of SEND register

Please note that the SEND register includes children requiring individual support. There are also children requiring additional and different support working in small groups. These children are not working at the expected level for their year group and therefore interventions are put in place. The data therefore includes children with an EHCP.

Area of need	Number on SEND register	% within the school population
Special educational needs and provision can be considered as falling under four broad areas		
1.Communication and interaction		
2. Cognition and learning		
3. Social, mental and emotional		

health		
4. Sensory and/or physical		

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. The identification of a specific type of need is not necessary to put a support plan in place. Equally the identification not a type of need does not automatically call for the implementation of SEND support. Frequently pupils have needs across categories and schools' priority is to gain a good understanding of how the pupil learns to ensure provision is appropriate, rather than focusing on category of need.

Children requiring additional and different intervention

The figures for pupils with additional and different needs is under constant review as it includes children requiring more than the quality first teaching. This list includes children with such things as hearing or visual impairments, sensory processing difficulties, speech and language needs, EAL (where home language is not English), general learning requirements etc...

Medical Needs Register

The school maintains and regularly reviews a Medical Needs Register which holds information relating to our children. This information is shared with all relevant staff as and when appropriate. An anonymised version of this list is available for official inspection purposes only.

1C Views of those consulted during the development of the plan.

Please note : The comments below relate to previous surveys as typical of the responses we collate, the school will be prioritising the collation of new data in 2024.

In recent years, questionnaires have been sent out to all staff, governors and parents. Below, we have recorder some of their comments:

When asked if the school has a positive attitude to disability 100% of staff and governors responded yes. Their responses included:

- "School is excellent at promoting equality for all regardless of disability"
- "I think we all try our best and everybody on the staff help and support each other. TAs do a great job with intervention"
- "All children's need are met. Well resourced for SENS children. Ramps and wide doors fitted. TAs for 1:1 support"
- "Inclusion at every level. We always find a way to include children with a disability in every area".
- "Birkdale does it's best to meet all children's needs from all spectrums"
- "All needs and individuals are catered for and differences are celebrated"
- "We ensure everyone is treated equally and support the needs of others positively".

- "Inclusion is a top priority"

Responses from parents included:

- "As an onlookers opinion I think Birkdale Primary is fantastic with its facilities and attitude towards disability"
- "From observation, Birkdale is accessible to all and accepting likewise"
- "Over the 7 years of my daughter being here I have seen numerous positive situations within which children with disabilities have been treated fairly and equal"
- "This is a very inclusive school which loves every pupil as if they were their own. No difficulty is too hard to address or overcome - my children are very happy"
- "I am a parent helper and help in a class once a week. I have always observed that the children with disabilities in the class are given significant support by both the class teacher and teaching assistant that is sensitive to their needs. There appears to be a very positive attitude to children with disabilities within the school. My son's class teacher has identified that he is showing some signs of dyslexia. This was shared in a very sensitive manner which I greatly appreciated...I was given information about dyslexia and now I can support my son with his reading. I am very grateful for this advice and support"
- "From what we see it appears to be an 'all inclusive' school. Only when a child's needs have been very specific have they left to attend a more specialised facility"
- "I have always found the school to be very accommodating"
- "As far as I am aware (yes) but not being disabled / having a disabled child I do not really know"
- "Yes, it provides ramps to all access areas"
- "I would regard it as neutral. Where disability is brought to the school's attention it is treated with a fairly good attitude. However, the school seems to do little to be openly inclusive to all".

Staff, governors and parents were asked to suggest improvements that the school could make to ensure that everyone is included and that the school is accessible to all. Responses included:

- "Hopefully the new build will address mobility/access problems"
- "Display boards should be at child height particularly in the EYFS. Too high. Children struggle to see their own work"
- "The lack of disabled toilets facilities concerns me (in both buildings). They have become storage rooms for cleaning equipment. If we had a visitor who needed this facility there is no where for them to go"

- "You seem to have very accessible doorways and ramps. However, the junior area out of the classrooms is rather cramped"
- "Perhaps year 5 or 6, or school council, could podcast the newsletter to make it fully accessible to adults who find reading challenging"
- "Sensor taps and flushes (also saves waste and easier for the younger ones too) and lights in the loos. Ramps, wide passageways and doorways. Teachers to be where all class and see and hear them. And be aware that not all 'issues' are visible or challenging!"
- "An area for guide dogs....and family pets!"
- "Brail walk and sensory room"
- "Timely notice of events/reminders a month before would greatly reduce stress and anxiety, as would a more considered reaction to lateness from staff ie. I would not like to tell the whole reception area that it is due to my condition! School events would be more accessible for sufferers of IBD (and other conditions affecting continence) if toilet facilities were made available and signposted"

Pupils:

Pupil's have been asked to complete a number of short questionnaires about the school (see also PE/Lunchtime Activities 2023 as we have new response for some of the information provided below).

When asked what they felt the best things were about our school, there were a wide range of responses which have been categorised as follows:

Area	Response
Adults in school	Great teachers and learners Staff are nice and kind The teachers because they are helpful and caring Friendly staff. You get help needed from the teacher the teachers are very nice The best things are there are more staff to help us All the adults are caring We have helpers to assist other children The teachers are nice and helpful All the staff look after us and care about us. They also give us a good education The teachers because they are all caring and there if you want them The teachers are really kind The teachers are really nice and friendly. I love school it's great!
Facilities / equipment / resources	Good reading books The assembly because of the guitar
Learning / lessons	We get taught nicely Maths lessons and outdoor PE I like it when you think it is hard but it is easy You learn a wide range of topics. The teachers treat us fairly and it is amazing

	The school trips and art projects like the WW2 shelters That we can do ICT and learn stuff physically I love science
Recreational activities and Extra curricular activities	After school club Clubs Playtime
Peers	Meeting new friends My friends are very nice and caring We are all friends. Friends in the school
Environment	Outside Ace new playground on the roof The playground because it is colourful and you have fun Playground displays The displays are normally amazing The classrooms are colourful
Behaviour and attitude of others	Everyone is kind and caring for others A caring school Our school is friendly. Everyone is kind Our school is happy It is a caring school The people are nice Everyone is treated fairly and everyone is kind and helpful A friendly school

When asked *how adults help pupils in our school* responses included:

Specific groups / intervention	In class	Pastoral support
<ul style="list-style-type: none"> • Read and have groups • Motor skills • Do groups like Hickey • Rapid maths • Extra tuition • Give things like special cushions or things you put on your pencil 	<ul style="list-style-type: none"> • Sits on table with me • Give us good ideas to write • Help us when we get stuck • Tell them what to do if they are struggling • They come over if you don't understand and go over what we have just done 	<ul style="list-style-type: none"> • Listen • They keep you safe • Talk to them/us • Help us when we get hurt or upset • Give rewards • Help us with problems • Help them to learn and be kind

One pupil's response was "they help you in every way possible".

Pupils were asked to identify any difficulties they have in school and how they are helped with these difficulties responses included:

5a) What things do you find difficult?	b) How are you helped with these difficulties?
<ul style="list-style-type: none"> • Writing • Maths, making friends and reading • Reading • Sometimes I feel lonely and sad • Making friends • Literacy and indoor PE • Maths • Maths and spelling • I get distracted when I work because other people chat. • Maths, literacy • Maths. • I find it difficult to join in with lots of things. • I find writing hard • I struggle with maths and PE because I have hyper-mobility in my feet • My spellings, writing and hearing • Writing/ English with punctuation • Sometimes maths like times table but I learn them in tuition • Literacy • Struggle to hear 	<ul style="list-style-type: none"> • A pen grip and motor group • Have help on my table • By getting help from the teacher • Someone to talk to when I have no one to talk to • I go to mrs.....room for a chat • The teacher comes and gives me more information • With counting beads and methods • I go to maths club, spelling I go to Hickey • The teachers quiet them down • I have a teacher on my table • I go to rapid maths • I would go and talk to Mrs and mrs • I have a little help from Mrs ... • I am helped brilliantly with my feet and maths is brilliant • For my hearing I sit closer. With my spellings teachers help me. • They give me help sometimes • I used to go to extra tuition group after school • I get help to improve my education by going to tuition after school • I have a microphone

Responses from those who said yes, everyone is treated equally and fairly included:
 (Responses have been categorised):

Happiness	Helping	Specific examples
<ul style="list-style-type: none"> • My friends are happy • Everyone is happy 	<ul style="list-style-type: none"> • Staff and helpers help with problems 	<ul style="list-style-type: none"> • They are always treated nicely and fairly

	<ul style="list-style-type: none"> • Everyone gets help if they need it • Teachers help • Adults help children that struggle and people that don't when they get stuck • If people have some learning disabilities then they get extra help 	<ul style="list-style-type: none"> • We all join in • Everyone can have a turn at everything • No one is left out and because we all join in • If one person is allowed to do everything, everybody else is • Everyone is included and treated the same
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Responses from those who said *no, sometimes or not sure* included:
(Responses have been categorised):

Opportunities	Adults	Difference
<ul style="list-style-type: none"> • some children are in eco group, school council and star group 	<ul style="list-style-type: none"> • some teachers let you off and some shout at you • some children have more help than others • some people talk in the line and get away with it and some don't • sometimes when we put our hand up the teacher doesn't come 	<ul style="list-style-type: none"> • you might look funny you might have a condition and get picked on

When asked about aspects of the school they feel need improving or suggestions for improvements pupils responses were mostly regarding after school clubs, break times and help in school. Some responses included:

- Everybody gets to do other things that they haven't don't like somebody in eco group for one week then another person the next week
- With you can do the same clubs each week.
- In games (break) we could make an area that helps you to play a game
- Ask people do they feel happy in our school. Make sure people get a say
- Make sure that everyone gets to have a go at what they want in clubs and activities
- Have some more clubs and groups to involve more people
- Everyone is included and my opinion is that this school doesn't need any improvements
- Some more teachers to help more children in school.
- Friend stop if someone's got no one to play with you can go there
- We could have more staff in classes so children can feel like part of the class
- Get more sports teachers
- To get more teachers and TAs to help other children with difficulties and help sort out problems

Visitors

Previously, regular visitors to school, not including parents, includes music teachers, staff from the Inclusion Service, Speech and Language, Occupational Therapists, Physiotherapists, Educational Psychologists, Interpreters, English as an Additional Language support teachers, student teachers and

work experience pupils have been asked to complete questionnaires. We intend to repeat this in our 2024 survey.

1D impact assessment

This plan has an effect on future school policies, practice and procedures as it identifies the issues and views of disabled members of the school community. The school sets priorities and plans to identify what changes are required to improve equality of opportunity. As new policies are developed, their impact on disability equality will be assessed from the onset.

This policy will be reviewed regularly and the action plan amended accordingly.

Section 2: Priorities to promote disability equality and increase accessibility.

Promoting equality (parts A-F)

2A Promote equality of opportunity

- After consultation with parents, pupils, staff, governors and visitors it seems apparent that Birkdale Primary School does strive to provide equality of opportunity for all. The school makes reasonable adjustments at different levels of the school life through both practice and procedure.
- Awareness raising and staff training will be planned to ensure that the school maintains its high standards.
- Data on the school population regarding disabilities and medical needs will be collected and collated to ensure that all have equal opportunities provided by the school.

2B Eliminate discrimination

- Whilst the consultation with parents, pupils staff and governors failed to reveal any areas where there may be discrimination it is a priority within this policy to become more aware of promoting equality of opportunity for parents/carers and to improve information gathering and analysis of data from parents. As such, in the future, new nursery and reception children and any other new pupils to the school will receive a questionnaire in order for data to be gathered regarding disability. Such information will be stored confidentially and shared with relevant staff on a need to know basis.

2C Eliminate harassment

- Disability-related harassment is not a feature of the school. The children are respectful and caring towards each other and any incidents that do arise are dealt with swiftly. The SEAL programme is used throughout school and circle time is used to deal with any further issues that arise.
- Any incidents that may occur in the future will be appropriately recorded.

2D Promote Positive Attitudes

- A review of curriculum content and teaching resources will be undertaken to ensure that the images of disability that they promote are positive ones. Further resources will be purchased if required.
- Staff are encouraged to model respectful attitudes to disabled pupils, staff and parents. All staff give disabled pupils the opportunity to express their views, provide them with appropriate support and value contributions made by the schools disabled population.

- School have held deaf awareness days where children have been encouraged to learn some British Sign Language signs. There have been several visits from a signing deaf choir and 2 members of staff in school lead a signing club and a signing choir.

2E Encourage Participation

- Disabled pupils, staff and parents will be encouraged to participate, be included in and succeed in all aspects of the school and beyond. School clubs will be reviewed to ensure that all pupils can participate and are not excluded on grounds of a disability.
- Interpreters have been provided for deaf parents wishing to attend parents evenings or school productions.
- Teaching assistants who work on a 1:1 basis with disabled children will have opportunities where possible to attend training on maximising potential for example participation in PE.
- All pupils, regardless of disability have the opportunity to participate in the school council and eco-group). This will be monitored each year to ensure that pupils with a disability are encouraged to stand for a role in these school groups.
- Staff will be offered relevant training/ support when it is required from either existing staff or from visiting agencies.

2F Taking steps to meet disabled people's needs, even if this requires favourable treatment

- The school will continue to make reasonable adjustments to take account of pupils' disabilities and may involve favourable treatment.
- The school will continue to look at its facilities to ensure that all pupil's needs can be met.
- Disabled pupils will be actively encouraged to stand for the school council or Eco-Group.
- Staff training will be provided where required.

Increasing Accessibility (parts G-I)

2G Increasing the extent to which disabled pupils can participate in the school curriculum

- Birkdale Primary school is an inclusive school and one that aims to enable all disabled pupils to participate fully.
- After school clubs will be reviewed in order to ensure that all pupils who wish to attend can do so.
- Training for staff will be provided to ensure that they are well equipped to promote participation of disabled pupils.
- The school currently employs a number of teaching assistants who provide a wide variety of support. Their training needs will also be addressed.
- The school has good links with other professionals to help plan to meet the needs of its disabled pupils.
- The use of intervention tracking and SIMS and ongoing class assessments for tracking pupil progress allows staff to audit the needs of children and plan how to use school's resources to meet the pupil's needs.
- The school has purchased 'The Listening Programme' and pupils use this to help develop their attention and listening skills.
- Progress of those pupils with a disability will be tracked using advice from visiting agencies / specialists such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists and Advisory teachers from the Inclusion Service and using published tools.
- School now have a member of staff qualified to assess and diagnose dyslexia and school have purchased the assessment tools to do so. Pupil's will be screened in the summer term of year 2 and any follow up assessments will be completed in Autumn of the following year.
- School have purchased a wide variety of SEND resources to support our children.

2H Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- The building works in 2014 took disability access seriously. Corridors within the new buildings are wider, all doorways are wide enough for wheelchair access, automatic doors are fitted to the main entrance, a lift has been installed, there is a new disabled toilet for adults plus and additional 2 toilets for children (1 with a hoist) and ramps and handrails are in place. In the older part of the school, corridors are now clearer to provide better access for any wheelchair users. Whilst doors throughout school are heavy, they comply with fire regulations.
- School has adopted Dyslexia Friendly approaches to teaching and as such all labelling will be in Dyslexia Friendly font with accompanying image. Staff will also use Dyslexia Friendly teaching strategies to help all children.
- Classroom radio aids are used for hearing impaired children in their own classrooms and when they are in the hall.
- Once building work is complete there will still be limited parking for staff and visitors with one disabled bay. Parking will be raised at a staff meeting to encourage staff to keep the disabled bay free for disabled visitors. Also, if the school is aware of a disabled visitor coming to the school, this bay will need to be kept free.

2I Improving the delivery to disabled pupils of information that is provided in writing to pupils who are not disabled

- Besides a monthly newsletter the school continually updates its website and television information screens. For parents who are known to the school to have difficulties in reading, abbreviated and highlighted information is sent home. There are 4 staff who have a qualification in British Sign Language (various levels) who can help pass information onto a deaf parent. Sign language / signed supported English is currently used for one pupil in school.
- Visual timetables and aids are used across school to support pupils with ASD and Dyslexia Friendly approaches and teaching strategies are used.
- The format of the newsletter will be considered as to whether it needs adapting for sharing information with parents such a copy in larger print. Consideration will also be given as to whether it is possible to provide a 'podcast' of the newsletter on the website.

Section 3: Making it happen

3A Implementing, publishing and reporting

The actions identified within this scheme hope to be implemented within 3 years where possible. Please refer to the planning grids for more details.

Copies of the plan will be made available for those who request it and available on the school website. It will be presented at a staff meeting where staff will be provided with a summary of the key actions and the staff responsibility for each.

The policy will be reviewed in 3 years time (2024).

3B Reviewing and revising

Throughout the 3 year period, the plan will be kept under review and revised if necessary. Evidence of the impact of the plan will be gathered on an ongoing basis. This will involve revisiting previous information that was used to identify priorities. The school will re-examine the information to see if actions that the school has taken has affected opportunities and outcomes for disabled pupils, staff and parents.

The review of this scheme will inform new priorities and action planning.

The next review will occur during the academic year 2024.

Section 3.

Birkdale Primary School Disability Equality Scheme: Action plan 2021-24

Promoting equality

Targets from sections 2A - 2F:

Objective	Action	Success Criteria	Individual/group responsible	Timeframe
To gather information to identify the disabled school population.	<p>Promote awareness of the DDA in information to parents.</p> <p>Encourage the school population to disclose a disability or medical condition via a questionnaire.</p> <p>Questionnaires given to nursery pupils and new children in reception and throughout school to allow parents to disclose any disabilities they may have. Registers kept confidentially in school of information obtained.</p> <p>Audit of the school population to disclose information about disabilities and medical needs and provide opportunities to suggest improvements that the school could make in order to meet the needs of the school population.</p> <p>Staff to pass on any information they receive regarding any parents with disabilities.</p>	School has an in depth knowledge of its population and can make reasonable adjustments in order to cater to these needs.	<p>SENCO to gather and collate the data.</p> <p>Data shared with relevant staff.</p>	Year 1 - 3
To promote positive images of disability.	<p>Review current content and resources within school to ensure that the images of disability are positive ones.</p> <p>Purchase new resources as appropriate.</p> <p>Staff to consider this objective when placing new orders.</p>	Resources are appropriate and represent a positive image of disability.	Discuss appropriateness of resources within a staff meeting. Any suggestions for new resources discussed and ordered by subject coordinators.	Year 1-3
School to continue to promote positive	Continue to hold events such as inviting the signing choir to school.	Children are positive about disability and	SENCOS SLT	Years 1-3

attitudes to disability.	Encourage disabled pupils in school to actively participate in school assemblies / productions. Hold other events that promote disability.	difference.		
To increase participation of disabled pupils in after school activities.	Review clubs currently offered to pupils and audit current participation of disabled pupils. Discuss with school council how clubs could be more accessible. Registers kept as evidence.	All pupils feel included in school.	Discuss clubs at a staff meeting. School council to discuss and report back. SENCO	Years 1-3
To encourage disabled pupil's to actively represent their school.	Staff to encourage disabled pupils to get involved in representing the school by participating in things like the school council, Eco-group.	All pupils feel included in school and have their voices heard.	Discuss at staff meetings how this can be achieved.	Year 1-3

Increasing accessibility

Targets from section 2G:

Objective	Action	Success Criteria	Individual/group responsible	Timeframe
To track the progress of pupils with a disability to ensure that they reach their full potential.	In collaboration with external agencies such as the Inclusion Service discuss the best published resources available. Use SIMS to track pupil progress and intervention tracking in place. Teaching staff use own APP and ongoing class assessments to track pupil progress and inform SENCO/assessment coordinator of any concerns.	Disabled pupils can fully access the curriculum and make appropriate rate of progress.	Assessment coordinator. SENCO SAIS SLT Maths and English coordinators	Years 1 - 3
To provide staff training as required.	Training provided for staff in specific areas by either visiting specialists or staff in school. Packs provided on a variety of SEN in SEN files as a reference for staff to use.	Staff to receive information and/or support and training to develop their confidence in meeting pupil's needs.	SENCOs Staff Visiting agencies	Year 1 - 3

Screen for visual stress.	Pupils displaying signs of visual stress can be screened using 123Read. Overlays and reading rulers provided as required. Further referrals can be made for Irlen Syndrome screening if required.	Pupils with a visual stress to be more aware of their needs and with help, able to access reading material with greater success.	Trained staff Inclusion service	Years 1 - 3
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Targets from section 2H

Objective	Action	Success Criteria	Individual/group responsible	Timeframe
To improve disabled parking at school.	Remind all staff not to use the new disabled parking bays at school. Inform office and staff if there is a planned visit from a disabled person who will require the parking space. Caretaker to cone off space if necessary.	Disabled parking available.	SENCO to report to staff at staff meeting. All staff Caretaker	Year 1
To improve the use of visual aids across school.	Ensure that signage used across school is in accordance with the Dyslexia Friendly Schools standards and autism friendly. All classes to have a visual timetable. School can seek further advice on this from the Inclusion Service and Speech and Language Therapist discuss how to improve signage across school.	School to have consistent and age appropriate visual aids throughout school. This to be discussed and reviewed at staff meetings.	SENCO All staff Inclusion service SALT	Years 1 - 2
To ensure that all corridors are kept clear to allow constant disabled access.	Staff to be reminded to keep corridors clear and passable.	Staff reminded at staff meeting.	SENCO SLT All staff	Year 1
To ensure that all disabled toilets are kept clear to allow use by any parent, visitor, member of staff or pupil.	Staff to be reminded to keep all disabled toilets clear from clutter and useable. Caretaker and cleaners also to be informed.	Discussed at a staff meeting.	SENCO SLT All staff Caretaker Cleaners	Year 1
To improve the use of	Clear signs to be fitted in school indicating where toilet	Discussed with	Headteacher	Years 1 -2

signs informing parents and visitors of toilet facilities.	facilities are for visitors and parents. Until these are fitted, staff to be asked to inform visitors / parents where toilet facilities are.	headteacher	All staff	
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Targets from section 2I

Objective	Action	Success Criteria	Individual/group responsible	Timeframe
Improve information sharing for parents who may have difficulties with written material.	<p>Dyslexia friendly letters (including Governors letters) provided for all parents with clear font and on dyslexia friendly paper (buff/off white).</p> <p>Letters in larger font available for parents with a Visual Impairment (VI).</p> <p>Possible availability of a podcasted newsletter available on school website.</p> <p>Website kept up to date.</p> <p>For specific parents that school are aware of, letters adapted to their needs such as key information highlighted, supported by use of verbal explanation or in some cases signed.</p>	Information sharing appropriate for all.	<p>SENCO</p> <p>All staff who send written material home to parents</p> <p>ICT coordinator</p>	Years 1 - 3

