

# **THE HEREFORD ACADEMY**

## **Period covered by plan: 2008-2010**

### **Introduction**

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

- not to treat disabled pupils less favourably 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.

This Scheme sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

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

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school.

### **1. Starting points**

## **1A: Vision and Values: The Hereford Academy Disability Equality Scheme**

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
  - creating effective learning environments;
  - securing their motivation and concentration;
  - providing equality of opportunity through teaching approaches;
  - using appropriate assessment approaches;
  - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **1B: Information from data and analysis of need**

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, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An 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.

Attainment on entry to The Hereford Academy shows a broad spread of ability, but is average overall. 5% of pupils have a Statement of Special Educational Needs. Following an audit of needs we have concluded that approximately 8% of our pupils would meet the above disability definition and 1% of staff. We

have several parents, siblings and grand-parents who would also meet this criteria.

In June 2006 Ofsted commented, “ The number of pupils with SEN is about twice the national average the school is providing a sound quality of education and is improving thanks to a good leadership at every level. New and common team spirit amongst staff. Behaviour is satisfactory and improving with reducing exclusions, rising attendance and good levels of enjoyment. School self evaluation is satisfactory. The curriculum is being effectively changed to better the needs of all learners, teaching is securely satisfactory now. One strong feature is the range of support services available to children including on-site help and advice centre. Vulnerable learners are well supported and make the same rate of progress as their peers as a result. Safeguarding procedures fully in place. ICT achievement is outstanding. Students know their targets Learns with learning disabilities and disabilities make progress.

Staff at the school have undertaken the following training:

The Implications of the Disability Discrimination Act (DDA) for schools & college sites.

Fire Manager

Introduction to Signalong SEN0713

National Pool Lifeguard Course

Over the last two years the attendance of pupils with disabilities has been at least commensurate with the school average if not above average. No pupil with a disability has been excluded in that same period.

The school has had an Accessibility Plan since 2003 and since that date the school and LA have completed the following work:

- Created a Learning Centre
- Improved fencing and security.
- Created two accessible parking spaces.
- Improved evacuation routes in an emergency.
- Trained eight staff as Fire Marshalls

The Combined Action and Accessibility Plan attached to this Scheme details further planned improvements.

School trips are planned on the basis that all pupils are included. We recognise that we need to work more closely with the out of school hours' provider to ensure activities planned are accessible to all. This will be a priority for 2007/8.

Using RAISE online and lesson observations by senior staff, we track and analyse the achievement of all our pupils. Through this analysis we have

identified the following issues for our pupils with disabilities (See also SEF and School Improvement Plan):

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. Further monitoring of recruitment, retention and career development in relation to staff needs to be undertaken. The school welcomes initial teacher training providers and makes them aware of the accessibility of the school for a student with a disability and ask to be considered for a PGCE placement.

The following policies have been reviewed by the Senior Leadership Team to consider their impact on pupils, staff and parents with disabilities and the following actions agreed:

- Behaviour Code and the school rules (All displayed in classrooms)
- Anti-bullying
- School trip venues
- The administration of medicines and health care plans

### **1C: Views of those consulted during the development of the Scheme**

The priorities and actions highlighted in this Scheme have been informed by:

- A consultation with all pupils using the Healthy Schools' Audit.
- Consultation with the School Council. The Council is currently advising on the purchase of new seating equipment for the social area.
- Responses received from local community groups who let the facilities.
- Consultation with the school EP and support service colleagues.

## **2. Starting points**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

See Combined Action Plan and Accessibility Plan (Appendix 1).

The school is committed to incorporating "Quality First Teaching" principles into all lesson planning. In addition, "personalising learning" is an area of focus within the current School Improvement Plan.

The Head of Learning Support has been:

- evaluating the effectiveness of interventions and relative effectiveness;
- observing more lessons and sampling lesson planning, looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning;
- monitoring the appropriateness of pupil groupings using sociometry
- monitoring the deployment of Teaching Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

The Head of KS4 will review how well we are developing awareness of disability through the COPE Curriculum, the assembly programme and through visiting speakers. The Director of PE has introduced the following:

Special Needs Football Tournament  
Teaching less able students to compete in Football tournament  
Keilder Challenge

**2B: Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services**

See Access Plan 2008

**2C: Improving the delivery to disabled people of information that is provided in writing for people who are not disabled**

See Access Plan 2008

Admissions' Form filled in by parents/carers of new pupils has been amended to ask about access needs. Parents of new pupils are made aware that they can request letters. Or alternatively that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information. EASL pupils can have an interpreter to help with any educational difficulties that may arise.

In addition various improvements are included in the Action Plan (see Appendix 1) in relation to improving signage (emergency procedures, internet safety, school rules, health and safety etc).

### **3. Making it happen**

**3A: Management, coordination and implementation**

This Scheme will be reviewed annually by the Access and Inclusion sub-group (Deputy Head, SENCo, SEN Governor, Health & Safety Officer). A report updating the Governing Body will be presented annually during the Spring Term to inform budget planning for the new financial year. The update will be preceded by consultation with pupils, staff and parents. The update will include specific evidence of impact over the preceding twelve month period.

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision)

- SEN Self-evaluation Form
- School Improvement Plan;
- Staff Training Plan;
- Health and Safety Action Plan;

### **3B: Getting hold of the Scheme**

#### **The Scheme is available in the following ways:**

- The Scheme is available on the school website (click on “Inclusion” tab);
- A copy can be requested from the School Office or alternatively we can email it to you;
- The Scheme is also available in different formats (Meet with Head of Learning Support to discuss the scheme.

OFSTED commented:

*“Improve the learning and physical environment for students, for example toilet, social areas, access to drinking water and sports changing facilities”*

The above have now been improved. New toilets for boys and girls; social area painted new floor and water access. New changing rooms and sports facilities.

<b>Target</b>	<b>Action Needed</b>	<b>Responsible Person (s)</b>	<b>Timescale</b>	<b>Available Resources</b>	<b>Measurable Impact</b>	<b>Arrangements for Monitoring and Evaluation</b>

