

Milverton Primary School

Accessibility Plan 2018 - 2021



"We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn't yet happened and there remains considerable work to be done."

The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place"

Bert Massie
Chairman

Disability Rights Commission

Milverton Primary School aims to treat all its pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils, staff and visitors without discrimination of any kind.

We are committed to an inclusive curriculum and we aim to increase access to the school's facilities for all by:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum
- b) Improving the physical environment of the school so that it supports and increases the extent to which disabled pupils and staff are able to take advantage of all school services
- c) Improving the delivery of information, which is already in writing to pupils parents or carers who are not disabled, by offering a wider range of alternative formats.

This plan is underpinned by the following features of the school:

- We make every child, staff member and visitor feel welcome
- We value all pupils and staff members equally
- We remove barriers to learning and participation
- There is effective planning and liaison between appropriate school and support services working with individual pupils within school
- The SENCo has liaison time for agencies, support staff and families
- As a school we have high expectations of all pupils. We aim to establish a positive ethos within the school and staff. We aim to adopt a 'problem-solving' attitude in order to overcome barriers to learning for individuals
- We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all pupils
- We have a robust system in place for transition, transfers and integration of pupils. This includes gathering and sharing accurate information on the pupils' strengths, weaknesses and progress trends, together with strategies employed and evaluations of outcomes.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Special Educational Needs and Disability policy
- Supporting pupils with medical conditions policy
- Single Equality policy

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The National Curriculum Inclusion Statement (2000) reminds us that all teachers are required to follow three inclusive principles. At Milverton Primary School we aim to adopt these principles by:

1. Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
2. Overcoming potential barriers to learning and assessment for individuals and groups of pupils – including their own and others' attitudes.
3. Responding to pupils' diverse learning needs by:
 - Creating effective and exciting learning environments;
 - Securing their motivation and concentration;
 - Providing equality of opportunity through teaching approaches;
 - Using appropriate assessment approaches;
 - Setting targets for learning.

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Information from Pupil Data and School Audit conducted September 2018

Milverton Primary School is a maintained 1.5 form entry Primary school in the North of Leamington Spa, Warwickshire. At present there are 317 pupils on roll, of whom 32 are identified as having a Special Educational Need and / or a Disability.

| School | No. on roll | Combined SEND Supp And EHCP | EHCP | EHCP % of school | SEND Supp without EHCP | SEND Supp without EHCP% |
|-----------|-------------|-----------------------------|------|------------------|------------------------|-------------------------|
| Milverton | 317 | 10% | 8 | 2.5% | 24 | 8% |

| | | | |
|---|----|-----------------------------|---|
| Specific Learning Difficulty | 0 | Hearing Impairment | 0 |
| Moderate Learning Difficulty | 25 | Visual Impairment | 0 |
| Severe Learning Difficulty | 0 | Multi-Sensory Impairment | 0 |
| Profound & Multiple Learning Difficulty | 0 | Physical Disability | 0 |
| Behavior, Emotional & Social Difficulties | 0 | Autistic Spectrum Disorder | 4 |
| Speech, Language and Communication Needs | 0 | Other Difficulty/Disability | 3 |

There have been no parents who have notified us on our admission forms that their child/children has any disability other than those noted above.

No employee or user of the school's facilities has notified us of any disability. (1.9.18)

Milverton Primary School SEND

We have worked with pupils with varying special needs, some of which have Statements of Need or Education and Health Care Plans. We run Occupational Therapist and exercise programmes and work with Occupational Therapists, physiotherapists, speech and language therapists and other agencies. All pupils are mobile at this time.

The School's Strengths and Weaknesses in Working with Disabled Pupils

School staff have experience of working with a wide range of pupils with SEND. Training is provided where appropriate, and through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Every pupil identified as having a Special educational Need or Disability has a One Page Profile and an Individual Education Plan (IEP) available to all staff on the shared network area. The Profile contains information on each pupil with special needs/disabilities and outlines their strengths, difficulties and strategies for supporting the pupil in the classroom. The IEP contains personalised targets for the pupil and is reviewed at least termly. Parent involvement is sought by teachers when creating these. In the SENDCo office each of these pupils has a SEND File. This contains information on the pupil's needs including reports from outside agencies and is shared with staff as appropriate. The SENDCo office also contains further information and guidance on a range of needs (ASD, ADHD, SpLD etc) and gives ideas of how to best support pupils with these disabilities, this information is stored securely and available to staff on request.

Updated information is issued to staff as appropriate, following Annual Reviews for example. Support staff also have access to this information.

The school SENCO works closely with Warwickshire's Specialist Teacher Service to match provision, support and advice to pupils. Increasing personalisation of learning is delivered, especially by Teaching Assistants, 1:1 TA's and Teaching Assistants with small groups.

Staff attend appropriate courses and in school training. Further specific training is undertaken as appropriate. However, there is regular liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- Warwickshire Specialist Teacher Service (STS); both academic, physical and SEMH advice. Fortnightly input.
- Children's Social Service
- Speech and Language Therapy Service;
- Occupational Therapy Service;
- Children's Physiotherapy Service;
- CAMHS;
- Educational Psychology Service.
- School Nurse (COMPASS)

Robust systems are in place to ensure the smooth transition of pupils from Pre-schools / Playgroups / other settings/ home to EYFS Reception year, depending on the point of entry to school. Attendance at pre-school Reviews and liaison with agencies involved such as Early Years support staff/ Health visitors ensures Special Needs are planned for before pupils join us. Any care plans required are drawn up in conjunction with parents and School Health (COMPASS).

We liaise similarly with feeder schools, SENCOs and agencies for children who join at other times with identified needs. Likewise we take active part in liaising with Secondary schools or other receiving schools.

All pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits.

Provision maps are in place to show the range of resources and support mechanisms in place for disabled pupils and those with special educational needs across the school.

The physical layout of the school presents difficulties for non-mobile pupils and staff.

- Entry in through the main reception has a large step to enter and a narrow doorway when only one door is opened.
- Stairs to/from Fire Exit doors by Elm and Pear class
- Steps to/from Fire Exit door by Ash
- Steps in to the hall from playground
- The school site is set on a gradient
- Movement between playgrounds and gates to the school site have single steps to accommodate the gradient of the site

Areas for Development:

- Raising of awareness for all staff of what the DDA expects of them

- Raising of awareness for all governors of what the DDA expects of them
- Training and INSET for staff to continue to ensure appropriate differentiation of work across the curriculum
- Monitoring and analysis of patterns of attendance and exclusion for disabled pupils
- Detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;
- Monitoring access to and detailing achievements in extra-curricular activities.
- Consult more widely on the contents of this plan and the provision for members of the school community with a disability.

Views of those consulted during the development of the plan

For pupils with a Statement of SEND/ Education Health Care Plan, the views and aspirations are formally gathered annually through the Annual Review process. This seeks to establish what is going well and also any concerns or barriers to progress from the pupil's point of view. Their parents also have the opportunity to express their views either in writing or simply verbally at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

For pupils on the SEND register without a Statement / EHCP the termly review will seek to establish what is going well and also any concerns or barriers to progress from the pupil's point of view. Their parents also have the opportunity to express their views verbally at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

A questionnaire will be issued to the parents of any disabled pupil in order to establish more fully their views and opinions. From the information we receive from the audit we will seek to further enhance our provision for disabled pupils.

A similar survey will be conducted with disabled staff in school should any staff make us aware of any disability.

Areas for development:

- Questionnaire / audit issued to appropriate parents and analysis of results
- Amendments of accessibility plan as a result of information gathered from the audit
- In the case of disabled people being recruited and employed at MPS analysis of their views and roles and liaison with LA for advice.

Making it happen

Management, coordination and implementation

The governing body has responsibility for the school accessibility plan. The progress toward meeting the targets set in the plan will be reported annually. This plan, together with the school's SEND Policy, will be reviewed and revised by the SENCo and SLT in consultation with disabled stakeholders and representatives of the Governing Body.

Areas for development:

- Ensure that all school plans reflect priorities for developing access for disabled pupils, including the School Improvement Plan, School Self Evaluation Form, Health and Safety Policies, other School and Subject Policies as they are reviewed.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body and the Head teacher.

Date of publication **October 2018**

Equality Action Plan 2018 -2021

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. Our initial priorities as a school will focus around three main areas, and aim to respond where possible with areas identified following the research gathering exercise.

Curriculum Actions

- Access to the taught curriculum
- Participation in extra-curricular activities, including playtimes, lunchtimes, after-school clubs and school trips

Premises Actions

- Access for all to the school premises and buildings
- Access to the school's facilities including toilets and rooms used by children and visitors to the school

Access to Information Actions

- Access to all written communications from the school to its community, including general information about the school, school policies and other documentation
- Ensuring feedback from children and adults on matters relating to accessibility

| Key Area | Access to the taught curriculum | | |
|---|--|---------|------------|
| Provision | Actions | By When | Person I/C |
| All pupils receive high quality 'Wave 1' inclusive education, which is differentiated, through teachers' planning and ongoing assessment during lessons, to address their individual learning needs. | Monitoring teaching and learning through school processes | Ongoing | LN / MF |
| Teachers engage in an ongoing programme of professional development, which includes meeting individual needs in the classroom, through differentiated planning and teaching. | Staff training throughout the year 2018-19. 5 sessions provided by STS to support this. | Ongoing | LN |
| When necessary, staff receive bespoke specialist training, from external providers, in meeting specific needs, e.g Autistic Spectrum Disorder, Sensory Impairment and Physical Difficulty. The school draws upon support from the Specialist Teaching Service (STS) when necessary. | As requested / identified, staff to receive bespoke training via STS or other agency. | Ongoing | LN |
| Full use is made of communication technology, including iPads and additional laptops, to maximize access to learning for any pupils for whom ICT provides a more effective means of learning. The school draws on support from STS when necessary. | Staff to consider pupils for whom it may be beneficial to utilise technology further to support learning and do so accordingly, drawing on STS advice if needed. | Ongoing | LN |
| A home-learning club is provided to enable all pupils to benefit from planned home-learning activities, in cases where this is difficult in their homes, including access to computers where necessary. | Review club uptake | Spr 19 | LN |

| | | | |
|---|---|----------------------------|-----------------|
| Support staff and teaching assistants are flexibly deployed to ensure that pupils with individual needs, additional to those of most children, can engage in learning activities to their full ability. | Continual SLT discussion regarding staff deployment. Review at pupil progress meetings. | Ongoing | LN / MF |
| When necessary, specialist equipment and resources are provided to ensure that pupils with special learning needs or disability can participate fully in learning alongside their peers. | Teachers to request equipment and resources needed to support learning of pupils with SEND. | Ongoing | LN |
| Subject leaders and class teachers, when necessary, carry out risk assessments on planned learning activities to ensure that issues of full access to activities are safely addressed. | Ongoing culture of inclusivity | Ongoing | LN |
| Support is provided whenever possible from EMTAS or other language speakers, for pupils whose first language is other than English. | EAL coordinator to liaise with EMTAS (Ethnic Minority and Traveler Service) to assess and provide support for new arrivals and ongoing where appropriate. | Ongoing | KW / LN |
| The school closely monitors the progress of all groups of pupils, including those with Special Educational Needs or Disability, and those entitled to the Pupil Premium, and provides effective intervention and support tailored to their needs, including 'nurture' support where possible. | Teachers to plan effective targeted Support for pupils with SEND, detailed on termly provision maps to be monitored by SENCo and SLT. | Ongoing | LN / SLT |
| The school has 'low arousal'/quiet spaces for the use of pupils with particular individual needs, to help them to be ready to learn. | Develop quiet space in West Hall. Teachers to prepare areas near to rooms where possible to support inclusion of pupils. | Reviewed termly | LN / SLT |
| The school engages in effective liaison with secondary schools in order to ensure that pupils with special needs in accessing the curriculum or other aspects of school life, have their needs met by receiving schools at transition. | Year 6 teachers meet with Year 7 teachers. SENCo meets with receiving secondary school SENCos. | Sum 19 Ongoing | LN / SLT |

| Key Area | Participation in extra-curricular activities, including playtimes, lunchtimes, after-school clubs and school trips | | |
|--|--|----------------|-------------------|
| Provision | Actions | By When | Person I/C |
| Attendance at after-school or lunchtime clubs is monitored, and those responsible for running them ensure that all children are able to access such activities should they wish to. | WAM club leaders to review and evaluate uptake | Spr 19 | MF / AP |
| Staff on duty at break times, including midday supervisors continually seek ways to involve all children in any organised activities, or to ensure that no children are excluded either by their peers or any individual difficulties from normal play activities. | MDS supervisor to hold regular meeting with MDS staff to highlight importance of encouraging structured play activities during lunch break. Teachers and Teaching assistants at break time to seek to ensure no child is excluded from play. | Spr 19 | LN |
| Any children with mobility difficulties are supported by staff to enable them to access outdoor play equipment to the best of their abilities, while ensuring their safety. | 1:1 staff to support children with mobility issues to allow them to access play equipment appropriately and safely, considering any risk assessment in place. | Spr 19 | LN |
| School trips, including residential visits, are organised and staffed so as to ensure all children can be included. Appropriate risk assessments are always carried out. | Teachers plan for trips in advance to ensure staffing is adequate to ensure all children are included. | Ongoing | MF |
| The school seeks to ensure that disadvantaged pupils and those with SEND are included wherever possible in pupil leadership groups – e.g. School Council, Bish Bash Bosh, LAFF Club, Eco Rangers and Learning Detectives□ | Staff leading groups to be proactive at involving all pupils and be aware that not all pupils will nominate themselves. | Ongoing | MF / LN |

| Key Area | Access for all to the school premises and buildings | | |
|---|--|----------------|-------------------|
| Provision | Actions | By When | Person I/C |
| Access to the school is evaluated, appropriately signposted and remedial action planned where appropriate | Reviewed with Site Visit | Aut 19 | MF |
| The school has level external surfaces to enable wheelchair and disabled access, and all parts of the school grounds are accessible to all. | Review with Site Visit | Aut 19 | MF |
| Ensure appropriate testing is completed to ensure school is supporting those with visual and hearing difficulties. | Review with STS | Aut 19 | MF |

| Key Area | Access to the school's facilities including toilets and rooms used by children and visitors to the school | | |
|---|--|----------------|-------------------|
| Provision | Actions | By When | Person I/C |
| Doors to rooms throughout the school are of a sufficient width to allow wheelchair access. | Check doors | Aut 19 | MF |
| There is an accessible disabled toilet, for the use of children and adults. | Check | Aut 19 | MF |
| There are good facilities, near the Early Years area, for attending to exceptional toileting or washing needs of children, and adult support will be provided for this. | Check with team | Aut 19 | MF |
| Monitor the access and suitability of the toilet in West Hall including the door opening, and the provision of appropriate changing facilities. | This to become a priority as a child with specific needs has been admitted to the school. | Aut 19 | MF |

| Key Area | Access to all written communications from the school to its community, including general information about the school, school policies and other documentation | | |
|---|---|----------------|-------------------|
| Provision | Actions | By When | Person I/C |
| All required information for parents is included on the school's website. Any parents/carers unable to access this can request hard copies of documents. | Check website compliance | Sum 19 | LN |
| All information for parents/carers can be provided in enlarged print if requested. | Office to be aware of this and able to action. | Aut 19 | MF |
| The school will strive to provide information for parents/carers in languages other than English, where this is requested and is possible. | Office to be aware of this and able to action. | Aut 19 | MF |
| Ensure that the availability of documents in hard copy, enlarged print or in languages other than English is communicated effectively to parents/carers, via occasional reference in the Newsletter | MF to communicate this in the newsletter | Aut 19 | MF |

| Key Area | Ensuring feedback from children and adults on matters relating to accessibility | | |
|---|--|-----------------|-------------------|
| Provision | Actions | By When | Person I/C |
| The school conducts regular surveys for children and parents/carers which include their views on the accessibility of the school. | Ensure all know that these points can be discussed at annual reviews | Sum 2019 | LN |
| Include accessibility question in parent questionnaire | Include new questions in annual parental survey | Spr 2019 | MF |
| Gather pupil views on additional support received, at the beginning and end of interventions. | Survey sample children following targeted support | Sum 2019 | LN |

Findings of Parental Survey 2018

| Race Equality |
|---|
| Priority Questionnaire to specific groups of parents/ families 17 families / 319 children No points raised regarding race equality |
| Disability Equality |
| Priority Questionnaire to specific groups of parents/ families 17 families / 319 children Ensure access to disabled toileting facilities is unhindered Improve understanding of specific conditions to individuals Continue to look at alternative ways of recording for those who find it tricky because of their condition Alternative ways to support 1-1 needs outside of the school day, other than staff volunteers Additional ramps to support children with mobility needs Dining hall and changing room improvements Alternative options for children with restricted diet, as only one choice of lunch Check buildings for support for those with visual and hearing difficulties |
| Lead Person and Time Scale |
| LN / MF MF review with Performance and standards Governor group to review Autumn term / action Spring term / revisit Summer term |
| Expected Outcomes |
| Gender Equality |
| Priority Questionnaire to specific groups of parents/ families 17 families / 319 children One point raised about the possibility of gender neutral language |
| Lead Person and Time Scale |
| MF review with Premises Governor group to review Autumn term / action Spring term / revisit Summer term |
| Expected Outcomes |
| Consideration of language used in communications |
| Community Cohesion |
| Priority Questionnaire to specific groups of parents/ families 17 families / 319 children The use of language in communication from the school for non-English speakers |
| Lead Person and Time Scale |
| MF review with Premises Governor group to review Autumn term / action Spring term / revisit Summer term |
| Expected Outcomes |
| Look at alternative communication or support for non-English speaking families |
| Sexual Orientation Equality |
| Questionnaire to specific groups of parents/ families 17 families / 319 children No points raised regarding sexual orientation equality |

Religious Belief Equality

Priority

Questionnaire to specific groups of parents/ families 17 families / 319 children

No points raised regarding religious beliefs equality

Age Equality

Priority

Questionnaire to specific groups of parents/ families 17 families / 319 children

No points raised regarding Age equality



Accessibility Audit

| | Feature | Description | Actions to be taken | Person I/C | Date to complete |
|-------------------------------------|---|---|---|------------------------|----------------------------|
| External | | | | | |
| Parking | No car park at school | No accessible parking available | Discuss possibility of using disabled space across the road, speak to neighbors, LA | MF | Sum 19 |
| Entrances | | | | | |
| Main | Narrow door and step to come in | Difficulty getting into the building | Buzzer / speaker point outside to enable users to request support to come in? | MF | Sum 19 |
| White doors | accessible | | No action at present | | |
| Dining room | Raised floor level | Small step through either entrance | No action at present | | |
| Year 3/4 | Raised floor level | A number of steps to both doors | No action at present | | |
| Year 5/6 | Raised floor level | Large steps to enter | No action at present | | |
| ICT Fire exit | Raised floor level | Small steps down to exit | No action at present | | |
| Main Hall | Raised floor level | A number of steps to fire door | No action at present | | |
| West hall reception main playground | Raised floor level | A number of steps to fire door | No action at present | | |
| West hall Cherry | Raised floor level | Small step through door | No action at present | | |
| West hall Rugby road | Accessible Raised floor level | Accessible ramp | No action at present | | |
| West hall Reception back entrance | Raised floor level | Small step through door | No action at present | | |
| Internal | | | | | |
| Toilets | Accessible toilet in West Hall block | | No action at present | | |
| | Accessible single room toilet in main building 3/4 area | | No action at present | | |
| | Accessible single room toilet in main building opposite library | | No action at present | | |
| Reception area | Small area | Main door opens next to office window Can get very busy at high traffic times of day | Discuss possible restructure re safeguarding | Premises group | ongoing |
| Internal signage | Accessible entrance signage | Need to review signage around school for guidance towards accessible signage | Complete signage review Purchase and mount signage Review | MF / TH Premises group | Aut 18 Spr 19 Sum 19 |
| Emergency escape routes | Ensure accessible exit routes are available | Ensure routes are available and well known and included on plan | Review plan Communicate plan Review plan | MF / TH Premises group | Aut 18 Spr 19 Sum 19 |
| Building levels | basement | Basement boiler houses in both buildings | None to be taken at present, only used by TH or contractors | | |
| Corridor access | | Wide corridors – main building and west hall | Ensure uncluttered with deliveries or furniture being moved | TH | ongoing |

Letter to parents/carers to accompany questionnaire



Milverton Primary School

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CV32 6ES**

Mr. M. Fisher
Head Teacher

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www.milvertonprimaryschool.co.uk

Dear Parents,

You will find a thought provoking questionnaire attached to this letter and we ask that you will help us by spending a few moments to consider the statements and questions it contains and then give us your honest response.

As part of the legislation which the Disability Discrimination Act and The Equality Act 2010, Specific Duties Regulations 2011 has brought into effect, schools are required to carry out an audit of their provision in relation to the pupils and families they serve who have learning difficulties, disabilities and may face inequality.

The results of the audit will then help us to develop an accessibility plan and equality scheme which will be of benefit to all families.

At Milverton Primary School we always strive to provide access to the wider experiences of school life and with your help we seek to enhance the time pupils and families spend with us.

Your views, in relation to the service you received or are receiving, will help us develop a plan which is both equitable, accessible and effective.

Once you have completed the questionnaire please return it to your child's class teacher here at school.

Thank you for your support in this matter – your views and opinions are important to us.

Yours faithfully,

Mr M Fisher
Headteacher

**Milverton Primary School Parent / Carer Questionnaire
RE Accessibility Plan and Equality and Diversity scheme**

As part of our aim to be school who demonstrate equality and diversity at its centre point, we are asking you as parents and members of our community if you can see the need for change to improve our provision. Our aim is that all groups feel an equality of service received, although to reach this point we see the necessity for a different perspective or viewpoint, so I hope you will be able to help, especially to confirm we are meeting your needs.

We ask you to indicate if you belong to any of the following groupings in our society to uncover if there are any specific needs in any of the wide and varied groupings in our society where we can help improve.

We have tried to include an indication of all groups who may feel treated unequally in our provision as a school, we understand this list is not exhaustive so please include additional groups you feel changes would help aid our service.

| I would consider my child is a member of the following group Please tick | I/We would consider ourselves as parents as a member of the following group Please tick |
|---|--|
| Special educational needs | Special educational needs |
| Learning Difficulties | Learning Difficulties |
| Physical impairment or disability | Physical impairment or disability |
| Hearing impaired | Hearing impaired |
| Visually Impaired | Visually Impaired |
| Ethnic Minority | Ethnic Minority |
| Gypsy, Roma, Traveller | Gypsy, Roma, Traveller |
| English as an additional language | English as an additional language |
| Young Carers | Young Carers |
| Mental Health Issues | Mental Health Issues |
| Lesbian, Gay or Bisexual | Lesbian, Gay or Bisexual |
| Transgender | Transgender |
| Split family homes | Young Parents |
| | Old Parents |
| | Split family homes |
| Religious Belief please include in this box | Religious Belief please include in this box |
| Other specific group you feel not included | Other specific group you feel not included |

Sheet 1 refers to children and families with special educational needs considerations

Sheet 2 refers to all families

SHEET 1

The Disability Discrimination Act 1995 (DDA) requires schools to have both an equality scheme and an accessibility plan to improve access to education for its disabled pupils. If such a plan is to be effective it is crucial to consult with both the parents of pupils who have a disability and, where appropriate, the pupils themselves. With this in mind we would ask you to spend a little time to read the following definition and then respond to the questions.

The DDA 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.**' The definition covers a much larger group of children than most people think and may be the equivalent of 7% of all children.

In order to understand this definition more clearly the following explanation of the terms may be helpful:

- '**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 minor or trivial; and
- '**long-term**' is defined as twelve months or more.

| | | |
|---|-----|----|
| When considering this definition of disability within the Act, do you consider your child to be disabled? | Yes | No |
| Has the definition caused you to change your understanding of disability? | Yes | No |
| Do you feel the school has recognised your child's disability / learning difficulty? | Yes | No |
| Do you feel the school has responded sensitively to your son or daughter's needs? | Yes | No |
| Comments: | | |
| Do you feel that the nature of your son or daughter's disability/learning difficulty has caused him or her to be excluded from any aspect of school life? | Yes | No |
| Comments: | | |
| Is there any way in which the school could improve its response to your son or daughter's needs? | Yes | No |
| Comments: | | |
| Are lines of communication between home and school sufficient for your needs and the needs of your son or daughter? | Yes | No |
| Comments: | | |

SHEET 2

| | Comments Ideas |
|-----------------------------------|-----------------------|
| School buildings | |
| School site | |
| Whole school family events | |
| Communication from school | |
| Provision in school | |
| Terminology | |

Name of pupil (optional) _____

Date _____

Thank you for taking time to complete this questionnaire.

