



Clovelly House School  
Stay safe, respect, achieve

# Equalities Act Action Plan

January 2021



# Clovelly House School Policy

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## Equalities Act Action Plan

### 1. Introduction

The SEN and Disability Act 2002 extended the Disability Discrimination Act 2005 (DDA) to cover education. During 2010, this was changed to the Equalities Act. Since September 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 plan sets out the proposals 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 and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

#### ***1. Increasing the Extent to Which Disabled Students Can Participate in the School Curriculum***

**The School will consider the following key points:**

1. Do teachers have the necessary training to teach and support disabled students?
2. Are classrooms optimally organised for disabled pupils?
3. Are lessons responsive to pupil diversity?
4. Do lessons involve work to be done by individuals, pairs, groups, whole class?
5. Do staff recognise and allow for additional time required by some disabled students to use equipment in practical work?



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6. Do staff recognise and allow for the mental effort expended by some disabled students, e.g. lip reading?
7. Does the School provide access to computer technology appropriate for students with disabilities?
8. Are there high expectations of all pupils?
9. Do staff seek to remove all barriers to learning and participation?

### ***1. Increasing the Extent to Which Disabled Students Can Participate in the School Curriculum***

#### **Short Term**

##### **Targets**

Enable staff to increase their knowledge and understanding of needs of disabled students.

##### **Strategies**

Training of staff.

##### **Outcome**

Staff confidence in providing appropriate teaching and, support for disabled students.

##### **Timeframe**

Within one year

##### **Goals Achieved**

Flexible approach to disabled students, success of disabled students in examinations.

#### **Medium Term**

##### **Targets**

Planning and delivery of lessons to accommodate a diversity of needs as part of normal practice.



### **Strategies**

Consideration made at the planning stage as to what additional strategies may need to be employed to meet the needs of students with a diversity of impairments e.g. habitual reading through of printed material/ information left available for reference/ paired and group support learning.

### **Timeframe**

Within 2 years

### **Goals Achieved**

Disabled students able to smoothly integrate into the learning environment of the classroom.

## ***1. Increasing the Extent to Which Disabled Students Can Participate in the School Curriculum***

### **Long Term**

#### **Targets**

Classrooms to be arranged to provide accessibility and provision for disabled students including relevant physical and technological aids to learning.

#### **Strategies**

Practical alterations made to classroom layouts where possible. Research and purchase relevant software and hardware to accommodate the needs of disabled students.

#### **Outcome**

Disabled Students are able to access an equal learning experience

#### **Timeframe**

Within 3 years

#### **Goals Achieved**

Disabled students full accessibility to broad and balanced curriculum offered.

## ***2. Improving the Physical Environment of the School to Increase Access to Education by Disabled Students***



**The School will consider the following key points:**

1. Does the size and layout of areas, including all academic and social facilities; classroom, canteen, library and common rooms – allow access for all students?
2. Can students who use the wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
3. Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?
4. Are emergency and evacuation systems set up to inform all students, including disabled students, including alarms with both visual and auditory components?
5. Are non-visual guides used, to assist people to use buildings?
6. Could any of the decor or signage be considered to be confusing or disorienting for disabled students with visual impairment, autism or epilepsy?
7. Are areas to which students should have access well lit?
8. Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics, noisy equipment?
9. Is furniture and equipment selected, adjusted and located appropriately?

***2. Improving the Physical Environment of the School to Increase Access to Education by Disabled Students***

**Short Term**

**Targets**

Enable disabled students, staff and visitors to access relevant areas of the School building

**Strategies**

Take advice from Centre for Accessible Environments on cost-effective and practical measures to improve access.

Record all barriers/access problems for disabled students and visitors and consider these in any plans for refurbishment or new buildings.



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### **Outcome**

Accessibility issues given full consideration in all refurbishment and new build plans.

### **Timeframe**

Within one year

### **Goals Achieved**

Awareness of issues.

### **Short Term**

### **Targets**

Enable disabled students, staff and visitors to park within reasonable distance of the School.

### **Strategies**

Designate at least one parking space for disabled people and signpost it clearly

### **Outcome**

Parking for disabled people achieved.

### **Timeframe**

Within one year

### **Goals Achieved**

Improved access to school site.

## ***2. Improving the Physical Environment of the School to Increase Access to Education by Disabled Students***

### **Medium Term**



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### **Targets**

Provide accessible toilet facilities for disabled students, staff and visitors.

### **Strategies**

Will have accessible facilities available for disabled students staff and visitors.

### **Outcome**

Disabled students staff and visitors will have unrestricted accesses to all the school buildings

### **Timeframe**

Within two years

### **Goals Achieved**

Improved facilities for disabled students staff and visitors.

## **Long Term**

### **Targets**

Provide accessible facilities for future students, staff and visitors.

### **Strategies**

All new buildings on the school site will be fully accessible.

### **Outcome**

Access to new buildings by disabled students, staff and visitors.

### **Timeframe**

Within 3 years

### **Goals Achieved**

Improved access to educational facilities.





### ***3. Improving the Delivery of Information to Disabled Students***

#### **The School will consider the following key points**

1. Does the School provide information in simple language, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information.
2. Does the School ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?
3. Does the School have the facilities such as ICT to produce written information in different formats?
4. Does the School ensure that staff are familiar with technology and practices developed to assist people with disabilities?

### ***3. Improving the Delivery of Information to Disabled Students***

#### **Short Term**

##### **Targets**

Consider availability of written material in alternative formats

##### **Strategies**

Research sources of alternative formats including costings.

##### **Outcome**

If needed, the School could provide written Information on alternative formats

##### **Timeframe**

As required

##### **Goals Achieved**

Delivery of information to disabled students is improved.

#### **Medium Term**



### **Targets**

Ongoing training given to ensure that staff are up to date with all current and relevant research, recommended practices and available technology

### **Strategies**

Staff training.

### **Outcome**

All teaching staff are aware of current recommendations for teaching practices and available technology.

### **Timeframe**

Within 2 years

### **Goals Achieved**

Staff are able to teach a diversity of disabled students with confidence.

## ***3. Improving the Delivery of Information to Disabled Students***

### **Long Term**

### **Targets**

All student documentation to be available in a range of formats including Braille, audiotape and large.

### **Strategies**

Student documentation to be reprinted / recorded.

### **Outcome**

All student documentation made available in a variety of formats as part of normal practice

### **Timeframe**

Within 3 years

### **Goals Achieved**

Disabled students able to access all information in the preferred choice of format upon application.



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### Action Plan

Criteria	Time	Assessment
<p><b>Curriculum participation</b></p> <p>Do teachers have the necessary training to teach and support disabled students?</p> <p>Are classrooms optimally organised for disabled pupils?</p> <p>Are lessons responsive to pupil diversity?</p> <p>Do lessons involve work to be done by individuals, pairs, groups, whole class?</p> <p>Do staff recognise and allow for additional time required by some disabled students to use equipment in practical work?</p> <p>Do staff recognise and allow for the mental effort expended by some disabled students, e.g. lip reading?</p> <p>Does the School provide access to computer technology appropriate for students with disabilities?</p> <p>Are there high expectations of all pupils? Do staff seek to remove all barriers to learning and participation?</p>	<p>By Sep 21, then ongoing</p>	<p>Teachers have a variety of skills, training is offered as required to meet the needs of individual students.</p> <p>Classrooms are all single storey, log cabins leading out onto the garden. They have steps, but funding is available for ramps if required.</p> <p>The ethos of the school promotes tolerance and appreciation of diversity. Lessons are planned to embed diversity. There is an equalities and diversity officer.</p> <p>The school is highly staffed, the timetable allows for work to be done individually, in pairs, groups and the whole class.</p> <p>Lessons in English and maths are delivered using setting, the individualised timetables allow sufficient time for each child to complete work within their capabilities.</p> <p>Staff members are trained and aware of the challenges facing individual children. Lessons are delivered to take these into account and support each pupil.</p> <p>The school has several laptops and funding is available to provide technology for students with disabilities.</p> <p>The ethos of the school promotes inclusion and high expectations for each pupil to develop according to their interests and abilities. The school pupils engage in a wide range of off-site activities – at all times staff members seek to include disabled pupils are facilitate inclusion.</p>
<p><b>Physical Access</b></p> <p>Does the size and layout of areas, including all academic and social facilities; classroom, canteen, library and common rooms – allow access for all students?</p> <p>Can students who use the wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?</p> <p>Are pathways of travel around the school site and parking arrangements safe, routes</p>	<p>Sep 21, then ongoing</p>	<p>This is a very small school, with a countryside ethos. Classrooms are individual and open out onto the garden. Pathways link the classrooms and lawns are well-maintained for access.</p> <p>Currently classrooms and all areas are accessed by single steps, but funds are available to convert these to ramps if necessary. Toilet facilities are constructed large enough for disabled access.</p> <p>The school buildings are linked by pathways. All areas for the site are visible from the main school entrance. There is a pathway alongside parking areas. There is a parking area close to the school which is designated</p>



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<p>logical and well signed?</p> <p>Are emergency and evacuation systems set up to inform all students, including disabled students, including alarms with both visual and auditory components?</p> <p>Are non-visual guides used, to assist people to use buildings?</p> <p>Could any of the decor or signage be considered to be confusing or disorienting for disabled students with visual impairment, autism or epilepsy?</p> <p>Are areas to which students should have access well lit?</p> <p>Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics, noisy equipment?</p> <p>Is furniture and equipment selected, adjusted and located appropriately?</p>		<p>as disabled parking</p> <p>New children to the school are informed about evacuation systems. The high staffing ratios, 2:1, allow for staff support in the event of evacuation.</p> <p>There is a handrail alongside the main pathway to the school. There is funding in place for additional handrails to be installed if necessary.</p> <p>Classrooms are laid out for children with different needs and staff arrange the learning areas as required for individual pupils.</p> <p>All classrooms have individual lighting. The garden areas have external lighting on a sensor switch to light up areas after dark.</p> <p>In interleading classrooms, noise does transfer between rooms. An effort was made to have quieter lessons in these classes. Newer buildings were constructed separately.</p> <p>Furniture is selected, adjusted and located according to the needs of the pupils.</p>
<p><b>Access to Information</b></p> <p>Does the School provide information in simple language, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information.</p> <p>Does the School ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?</p> <p>Does the School have the facilities such as ICT to produce written information in different formats?</p> <p>Does the School ensure that staff are familiar with technology and practices developed to assist people with disabilities?</p>		<p>The school has a photocopier capable of enlarging printing for children who need it. Staff are trained to edit and cut printed information to make it easier for children to read.</p> <p>Staff are trained to present information in a variety of ways to 'entice' children into wanting to learn, including using projectors, computers and diagrams.</p> <p>The school has several computers and use these and other technology to produce written information.</p> <p>Staff are trained to use a variety of technology and practices to assist people with disabilities, such as recordings and computers.</p>
<p><b>Access to qualifications</b></p> <p>Does the school offer suitable qualifications for pupils?</p> <p>Does the school offer a comprehensive</p>	<p>Sep 21, then ongoing</p>	<p>The school offers a variety of qualifications for pupils at all levels. Each child is given individual options for achieving suitable qualifications.</p> <p>All children are assessed using the Boxall on entry to</p>



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<p>assessment system to support the identification of pupils for relevant qualifications?</p> <p>Does the school facilitate access to qualifications for all pupils?</p> <p>Does the school ensure that staff are able and willing to support all children to achieve suitable qualifications?</p>		<p>the school in order to identify suitable, individual qualifications routes.</p> <p>The school offers programs of study suitable for each child to achieve relevant qualifications.</p> <p>Staff members are trained and encouraged to understand the needs of children and support them to achieve suitable qualifications.</p>
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**Assessed by:** .....

**Signed:** ..... **Date:** .....