

Disability Equality Scheme

1. **School Ethos, Vision & Values**
 - 1.1 What do we understand by "disability"?
 - 1.2 Schools Strategic Priorities
 - 1.3 Strengths & Weaknesses

2. **The General Duty**

3. **Specific Duty- How we will meet the General Duty**
 - 3.1 Involvement of Disabled People in Developing the Scheme
↓
 - 3.2 Developing a voice for disabled pupils, staff and parents/carers
↓
 - 3.3 The Governing Body
 - 3.4 Removing barriers
 - 3.5 Disability in the Curriculum, including teaching and learning
 - 3.6 Eliminating harassment and bullying
 - 3.7 Reasonable Adjustments
 - 3.9 Contractors & Procurement
 - 3.10 Information, Performance and Evidence
 - a. Pupil Achievement
 - b. Learning Opportunities
 - c. Admissions, Transitions, Exclusions (including SEBD)
 - d. Social Relationships
 - e. Employing, promoting and training disabled staff
 - 3.11 Impact Assessment
 - 3.12 Reviewing/Monitoring

Review Date

Senior Member of Staff Responsible

Designated Member of Staff

Governor Responsible

Appendix 1 DES Action Plan

1. School Ethos, Vision & Values

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

(For related policies see Equal Opportunities Policy, Race Equality Policy, Gender Equality Scheme)

1.1 What do we understand by "disability"?

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

This school uses the "social model" of disability, as adopted by Nottingham City:

"Nottingham City Council uses the "Social Model of Disability" as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled" (Nottingham City Council Equality & Diversity Policy, 2004)

This school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The City Council recognises that social, educational and behavioural difficulties are part of this definition.

1.2 Schools Strategic Priorities

- To be an inclusive school
- To meet the needs of all learners
- To reduce/eliminate physical barriers to access and learning
- To ensure that the needs of disabled parents are catered for, enabling them to fully engage in, and support, their child's education
- To meet the needs of disabled visitors to the school

1.3 Strengths & Weaknesses

Strengths :

- Physical adaptations to the building - disabled toilet and shower room, ramp to the steps in the front path, disabled parking space, ramped access to the Foundation Unit
- Special Needs provision targeted to the needs of each child
- Well-qualified and targeted TA support
- Good liaison with support agencies
- Use of 'signing service' for the deaf
- Staff trained in the use of Makaton and Signs and Symbols

Weaknesses:

- Limited wheelchair access due to the layout of the building
- Limited space available for disabled additional provision (e.g. multi-sensory room)

2. The General Duty

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons -This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons. (DDA 2005 S.49A)

3. How we will meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

3.1 Involvement of Disabled People in Developing the Scheme

All members of the extended school community will be consulted as to the contents of this policy and the associated action plan. Contributions from disabled children/adults and parents/carers of disabled children are especially welcomed.

Notification will be made via school newsletters, which will also be posted on the school web site, as to the progress made in implementing the action plan.

3.2 Developing a voice for disabled pupils, staff and parents/carers

- Children with disabilities and their parents/carers will be consulted with regard to any special provision which may be required. They will also play a part in all review meetings with regard to the child.
- A transition programme will be put in place when a child with disabilities moves from one phase of education to the next.
- Staff/parents with disabilities will be consulted as to how their needs can best be met.

3.3 The Governing Body

- Governors meetings take place in the Friary which is accessible to people with disabilities
- Committee meetings take place in the main part of the school which is accessible to wheelchair users.
- Governing Body minutes are posted on the notice board outside the school office (an accessible area).
- All parents/carers have access to the Governing Body via the two parent governors, or via a direct approach to the Chair. Details of the Governing Body are on the school web site or available from the school office.
- Vacancies on the Governing Body are open to the extended community, regardless of disability.

3.4 Removing barriers

- School improvements/ building work incorporate disability provision whenever appropriate e.g. the ramp alongside the steps to the front of the school put in when the new path was installed, the provision of a disabled parking space when the car park was renovated.
- The curriculum is taught in a range of styles and using a variety of materials, with one-to-one and small group support used to support learning. Interactive white boards have been installed throughout school to facilitate access to learning.
- Information is given to parents in writing via letters and newsletters and the web site, backed up by personal contact where appropriate. Interpreting services are also used to communicate effectively with parents when necessary.
- Use is made of EMAG and the Traveller Team to facilitate communication.

3.5 Disability in the Curriculum, including teaching and learning

- Disabled children access the full curriculum with modifications being made, as necessary, in order to facilitate this e.g. adult giving one-to-one support in the pool during swimming lessons.
- Positive attitudes towards disability are fostered through teaching in Religious Education, PSHE (Personal, Social and Health Education) and SEAL (Social and Emotional Aspects of Learning).
- The ethos of the school fosters inclusion.

3.6 Eliminating harassment and bullying

- The school anti-bullying policy details the measures that are taken to deal with and eliminate bullying of all kinds.
- The SEAL unit of work aimed at teaching children to deal with bullying is undertaken each year.
- The school takes an active part in Anti-Bullying Week and anti-bullying initiatives

3.7 Reasonable Adjustments

- Measures are taken to foster the learning of children with disabilities e.g. use of a radio microphone, adjustments to the working surface, extra support etc.
- Provision is made for children at lunchtime and break time as appropriate e.g. one-to-one supervision, securing of the gate, help with eating etc.
- Adjustments are made as necessary to enable children with disabilities to attend school trips and after school clubs.

3.10 Information, Performance and Evidence

a. Pupil Achievement - Disabled children, who are also on the SEN register will have an Individual Education Plan and their progress will be monitored by the Class Teacher and SENco on a half termly basis. Disabled children, not on the SEN register will have progress monitored in line with other children. Progress will be registered in the Classroom Monitor IT programme. The Assessment Coordinator will have an overview of how progress and attainment relate to expectations.

b. Learning Opportunities - All children will have access to all learning opportunities. Where provision is needed to facilitate access, this will be put in place.

c. Admissions, Transitions, Exclusions (including SEBD) - Children are admitted to school in accordance with the published admission criteria. Where this school is named in a child's Statement of Special Educational Need, the child will be offered a place. A support package will be put in place prior to transition for all children with disabilities. Were a disabled child to be in danger of being excluded, a package of support would be put in place and outside agencies involved, according to the area of need. Exclusion would always be the measure of last resort.

d. Social Relationships - All of the children are taught to value and respect others. Were a problem to occur, it would be tackled via our pastoral system, and learning in SEAL and PSHE.

e. Employing, promoting and training disabled staff - All vacancies at the school are open to all suitably qualified members of the community. Posts are awarded on merit, regardless of disability.

3.11 Impact Assessment

The impact of this policy will be assessed through reference to parental questionnaires, formal pupil feedback sessions and review meetings with disabled pupils and their parents/carers.

3.12 Reviewing/Monitoring

The school action plan will be monitored by the Pupil and Personnel Committee of the Governing Body. This committee will review the policy and progress achieved, with regard to the action plan, annually.

The scheme will be reviewed and publicly commented upon via the Governors' Report to Parents each year and revised at least every three years.

Senior Member of Staff Responsible - The Head Teacher

Governor Responsibility - The Pupil & personnel Committee

Appendix 1 DES Action Plan

Outline the steps the school will take to meet the Duty. The Action Plan should highlight your priorities, and the specific outcomes you wish to achieve that will make practical improvements to equality for disabled people, how you're going to measure performance against these outcomes and the timetable you wish to achieve them in.

The action plan should also include the priorities of disabled people consulted.

Priority	Action Required	Timescale
Building	For work to the school office to include ramped access to the front entrance of the school.	Completed 2008
	Ramped access for the external steps by the computer suite	2009 - 2010
	Ramped access to the rear playground door of the school	Completed Autumn '09
	Improved signage in and around the school site	2009
Curriculum	To extend the range of learning resources e.g. reading books, which show people with disabilities	Ongoing
	To increase the children's awareness of disability and what disabled people can achieve via SEAL, PSHE and work on the 2008 Olympics and Paralympics in China.	2007 - 2008
	To make increased use of interactive teaching methods, including the use of interactive white boards in Years R - 6.	Complete 2008 Nursery 2010
	To ensure that the needs of children with disabilities are catered for and that they and their parents are consulted as to the adequacy of the provision in meeting their needs.	Ongoing