

DISABILITY EQUALITY SCHEME

Findern Community Primary School

Introduction

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.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- 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.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

1: Starting points

1.1: The purpose and direction of the school's scheme

The General Duty

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Accessibility Plan Vision / Values – these may already be well established in the school documentation.

- 1 To improve access to the school for all users.
- 2 To ensure that all children, including those with disabilities, have access to the whole school curriculum.
- 3 To meet all the needs of all our children.
- 4 To foster tolerance and understanding of the needs of all in our community.

1.2: Involvement of disabled pupils, staff and parents.

The local disabled community, parents and staff were consulted about the provision for themselves or their children relating to their disabilities. Suggestions for improvement will be incorporated into our Access Plan.

1.3: Information gathering

Findern Primary School defines Disability in line with the current definitions in the Disability Discriminations Act (DDA). This means that is this school we define Disability as:

‘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.’

Definition of the terms:

- '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 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

In our school the following adjustments are made to support school users who have a disability:

- a) Dedicated personal support;
- b) Access to specialist services and support.

Our current disabled population is:

Disability	%
Mobility	2
Manual dexterity	1
Physical co-ordination	0
Continenence	2
Ability to lift, carry or otherwise move everyday objects	1
Speech, hearing or eyesight	2
Memory or ability to concentrate, learn or understand	3
Perception of risk of physical danger	0

Information Gathering Process for all schools users.

We have gathered information from a number of sources.

- We have surveyed all current pupils, parents, carers and users of the school to gain their views on current provision and future aspirations.
- We have contacted local disabled peoples groups and asked for their views.
- We have discussed the issues with all nursery providers in the area.

The information is needed to allow the school to plan for the future so that the needs of the local disabled community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.

In our school we look on the issue of someone not being able to access something because of a disability as being a problem with what is provided, not the person using the facility or accessing the provision, we would encourage people to make their needs known to us so that we can ensure that they do have full access.

We recognise that this is our first Disability Equality Scheme and that we need, as one of the priorities for the action plan to look at how we can keep this information up to date and involve members of the

disabled community in the ongoing life of the plan. This will improve the quality of the information available when the plan is reviewed in one year's time.

- We have also gathered information about recruitment, development and retention of disabled employees.

We have reflected on the respective responsibilities of the school and the local authority and we have ensured that we are able to collect information on new staff through the recruitment process by identifying needs early in the process and ensuring we are able to meet them.

We have discussed the need to have information on disability with current staff and have collected this information by a staff questionnaire.

The information collected shows there are currently no disabled staff working in school.

Findern Primary school recognises the following benefits of a diverse workforce in our community.

- a) Promotes inclusion
- b) Recognises the contribution of everyone regardless of their disability.

Educational opportunities available to and the achievements of disabled pupils.

Information about disabled pupils which is already available to the school comes from parents/carers, support agencies and the local authority.

Using the understanding of which pupils may count as disabled which we have established earlier in the scheme we have analysed this data against:

- the presence;
- participation; and
- achievements of disabled pupils.

Presence:

Our current disabled population is:

<i>Disability</i>	<i>%</i>
<i>Mobility</i>	<i>2</i>
<i>Manual dexterity</i>	<i>1</i>
<i>Physical co-ordination</i>	<i>0</i>
<i>Continence</i>	<i>2</i>
<i>Ability to lift, carry or otherwise move everyday objects</i>	<i>1</i>
<i>Memory or ability to concentrate, learn or understand</i>	<i>3</i>
<i>Perception of risk of physical danger</i>	<i>0</i>

The table above shows our analysis of the Disabled population in our school.

It shows:

- what % disabled pupils there are in the school;
- which impairment groups are represented in the school; and
- whether there are groups of disabled pupils who are not represented at the school.

From the analysis of the information we have collected about the participation of disabled pupils we have decided on the following priorities for the Disability Equality Scheme (these could be the same priorities as the Accessibility Plan).

Priority 1: Plan to meet the needs of disabled pupils in the future.

Priority 2 : Continue to raise awareness of disability among the school community.

From this analysis we have also decided that the following issues can be addressed by making reasonable adjustments.

The achievements of disabled pupils

We have analysed the achievements of our disabled pupils against the same success criteria we use for all our pupils including:

- exams;
- accredited learning;
- end of key stage outcomes;
- comparative progress measured by the optional SATs;
- achievements in extra-curricular activities; and
- broader outcomes such as those set out in *Every Child Matters*.

From this analysis we have seen that disabled pupils achieve at least as well as other pupils considering their disabilities. Progress from end of KS1 to end of KS2 is very good.

Information on disabled parents, carers and others using the school.

Information from parents, carers and other present school users at indicates that there are currently no issues regarding accessibility.

1.4: Impact assessment

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

The main mechanism by which our school will assess the impact of their current policies will be by bringing together:

- the issues identified through the involvement of disabled pupils, staff and parents; and
- the information that the school holds on disabled pupils, staff and parents.

Over the lifetime of the scheme we will assess the impact of on disabled people of our current policies. We will involve disabled people in prioritising what is to be looked at first. Impact assessment will be incorporated into the school's planned review and revision of existing policies and into the process of developing new policies.

2: Identifying the main priorities for your school's scheme and deciding your actions.

The priorities for the school's scheme have been set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Priorities identified are about:

- improving information;
- Improving the involvement of disabled pupils, staff and parents.

The actions we will take to promote equality of opportunity will address the six elements of the general duty:

Promoting equality of opportunity

We are working proactively to make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils, through this we promote equality of opportunity for disabled pupils and to secure their participation in every aspect of school life. We have incorporated priorities from our accessibility plan into the scheme.

These are:

Priority 1: Plan to meet the needs of disabled pupils in the future.

Priority 2: Raise awareness of disability among the school community.

We have also added further priorities to add in respect of promoting equality of opportunity for:

disabled parents, carers and others who use the school by improving access arrangements.

Eliminating discrimination,

We are working proactively to eliminate discrimination, for example:

- by awareness raising and staff training;
- by keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- improving communication.

Eliminating harassment

We are working proactively to eliminate harassment.

We will;

- raise awareness amongst staff and pupils of disability-related harassment;
- understand the nature and prevalence of bullying and harassment;
- recognise and address bullying and harassment;
- involve pupils themselves in combating bullying by promoting Peer Mediators and Playground Buddies;
- ensure that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed.

Promoting positive attitudes

We are working proactively to promote positive attitudes to disability, for example:

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by ensuring representation of disabled people in senior positions in the school where appropriate;
- through positive images in school books and other materials.

Encouraging participation in public life

Disabled pupils, staff and parents are encouraged to participate in school life:

- they see their disabled peers included and succeeding in the life of the school;
- disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.

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

We will ensure that the policies of the school and the climate of the school is designed to meet disabled pupils needs. We will give due consideration to the fact that in order to do this we may have to ensure that the disabled person receives more favourable treatment.

Action might include:

- additional coaching or training for disabled pupils, staff or parents;
- special facilities for disabled pupils at breaks and lunchtimes;
- a policy of interviewing all disabled applicants who meet the minimum requirements for a job.

3: Making it happen

3.1: Implementation

In order to ensure that the scheme is effectively implemented we will ensure that:

- the scheme is supported by a detailed action plan; and
- the action plan is incorporated into a framework that has the oversight of the governing body, and that progress is checked by the Premises Subcommittee each year.

The action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date for review.

The scheme will be linked to both the full School Improvement Plan and the Accessibility Plan to ensure that the scheme is reviewed on a regular basis by the governing body.

Evaluation

We will evaluate the effectiveness of this scheme and reflect this evaluation in our discussions with:

- their school improvement partner; and
- Ofsted, when the school is inspected.

3.2: Publication

The school's scheme is available from the school office or can be viewed on the school website.

This scheme was published on 31st March 2012 and will be in operation until 30th March 2013

3.3: Reporting

At a full Governor's meeting we will report annually on:

- the progress we have made on our action plan; and
- the effect of what we have done.

The report on the scheme will be contained in the school prospectus.

3.4: Reviewing and revising the scheme

As part of the review of the scheme, we will:

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

Over time we will align our accessibility plan and our disability equality scheme so that we produce a new scheme and plan at the same time.

This ACTION PLAN picks up the Priorities Highlighted in Sections 1 and two of the DES and the Accessibility plan.

	TARGET	ACTION	LEAD RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
Priority 1	Plan to meet the needs of disabled pupils in the future.	Carry out audit of school premises and prioritise adjustments on the Access Plan.	JR Premises sub-com	Action Plan prioritises work on a 1 year rolling programme.	Governors to review.
Priority 2	Continue to raise awareness of disability among the school community.	Contact organisations dealing with people with disabilities and invite them into school to talk to the children.	CP	The school community has a raised awareness of the difficulties faced by people with disabilities and also how they can be helped to cope with them.	Governors to review.