



Northam Schools Federation Disability Equality Scheme

School name: Northam Schools Federation

Three year period covered by the plan: Sept 2015/2018

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.

The purpose and direction of the school's plan: vision and values

- Northam Schools Federation strives to ensure that the culture and ethos of the school are such that whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respects. All should be provided with the opportunity to experience, understand and value diversity. We promote a positive attitude towards people with disabilities and proactively support equality of opportunity for them.

1. How we have involved disabled people in developing this scheme.

Northam Schools Federation maintains a comprehensive list of records on every pupil in the school relating to a wide range of issues. We routinely gather information from the SEN framework, the SEF and pupil data and to inform us of any disabilities in our pupils. Pupils with disabilities (physical or medical) are known to us through these records and preliminary information- gathering as part of the transition process from Key Stage 1 to Key Stage 2 and/or transfer within the school year.

All staff are surveyed regarding disabilities and every new member of staff is surveyed on joining the school.

Frequent opportunities are provided for parents to inform us of any disability they may have.

Parents of pupils with disabilities are regularly consulted as are external agencies where appropriate.

Multi-agency liaison for support for disabled pupils and parents has included:

- Occupational Therapist
- Advisory teacher for the hearing impaired
- Advisory teacher for the visually impaired
- Advisory teacher for the physically disabled
- School nurse
- Educational psychology services
- ASC advisory service
- 0-25 SEN Team

2. How we intend to gather information on the effect of our policies and practices on disabled people.

We intend to issue a more comprehensive questionnaire with explanatory information to the school community. (see action plan)

a) Recruitment, development and retention of disabled employees

The school has adopted the Devon LA recruitment form that identifies applicants with disabilities. We promote awareness of the Disability Discrimination Act to all through its inclusion in the staff handbook issued to all staff, including supply teachers.

Every member of staff returning to work has a return to work interview and is offered, if appropriate, access to a phased return to work programme after consultation with the member of staff, medical practitioners and Well-Being At Work team.

b) Educational opportunities available to and achievements of Disabled pupils

The SEN framework holds details on the number of disabled pupils and the range of disabilities. On entry to the school all pupils needs are assessed using information from previous schools as regard to medical and SEN requirements. A register of children with medical conditions is updated termly and distributed to all staff including supply teacher. A record is kept of serious incidents of misbehaviour and/or exclusion. Regular half-termly visits from the EWO track patterns of behaviour for every child.

All pupils and parents have ready access to the school's Learning Mentors and Home School Link Worker. In addition to this both SENDCOs are available for formal/informal chats.

The school's tracking system demonstrates that the progress and achievements of all children is monitored and reviewed. We also have a designated member of staff with responsibility for Looked-After Children and a Safeguarding team that works across the federation.

Positive images of disability are promoted through our PSHE programme, printed materials and Acts of Worship. The school is pro-actively involved in the inclusion of disabled pupils in all activities in and outside the school day.

3. How we will use the information gathered

All information outlined above (including the accessibility plan) has been used to inform the Action Plan which will be reviewed every three years. The information will also be used to support the school's other policies including:

- Equal Opportunities
- Code of Conduct
- Admissions Policy
- Attendance Policy
- School Improvement Plan
- Policy for Educational Visits
- SEN Policy
- Anti-Bullying Policy
- Exclusions Guidance

4. How the impact of our school policies and practices will be assessed

The review of the DES will be done on a three-year cycle. All relevant school policies are on a rolling programme for review by staff and Governors.

An annual audit of disabilities in the school community will be used as a basis for review of policy and practice. It is hoped that each future review will include disabled pupils as well as parents to assess the impact of our action plan. The school's tracking of all its pupils will continue to monitor the progress and achievements of disabled pupils and inform us of any barriers to learning.

Appendix 1

Definition of disability

For guidance see:

- Pg 40-41 Schools and the Disability Equality Duty in England and Wales – Guidance for governors, Headteachers, teaching and support staff working in schools in England and Wales” DRC
- DWP (2006) ‘Disability Discrimination Act: Guidance on matters to be taken into account in determining questions relating to the definition of disability’, London: TSO.
- DfES (2001) ‘Special Educational Needs: Code of Practice’ at <http://www.teachernet.gov.uk/wholeschool/sen/sencodeintro/>

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“Duties and Definitions’ in Implementing the Disability Discrimination Act in Schools and Early Years Settings” (DfES 0160 2006)