

Whimble Primary School Disability Equality Scheme

Three year period covered by the plan: 2015 - 2018

School Ethos, Vision and Values

Our Vision...

To be an outstanding school by providing a caring environment in which children experience enjoyable and challenging learning, excellent teaching and an irresistible curriculum.

Our Ethos...

At Whimble we have the interest of the children at the centre of everything we do. We believe that education should support the academic, social, physical and spiritual development of our children and give them the opportunity to develop the skills which enable them to become life-long learners. We believe that in order for our children to achieve their best they need a broad curriculum and an atmosphere where challenge, pride in achievement and a positive, problem solving 'have a go' attitude are celebrated and where they receive the support and guidance which help them develop attitudes which are tolerant, considerate and accepting of others.

Our understanding of the term 'disability'

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

A disability can be:

- Physical (for example difficulties moving, using a wheelchair)
- Sensory (for example a visual impairment, Blind, hearing impairment or Deaf)
- Mental (for example depression or a brain injury)
- Learning disability
- Long term illness or health condition (for example MS, cancer, HIV, epilepsy, diabetes)
- It also includes dyslexia, speech problems and disfigurements.

The General Duty

We will actively:

- Promote equality of opportunity between disabled and other people
- Eliminate discrimination that is unlawful under 'Discrimination Act 1995'
- Be aware of and eliminate the harassment of disabled people
- Promote positive attitudes towards disabled people, informing others as to the nature of the disability and celebrating their achievements in an equal manner to others
- Encourage participation by disabled people in public life
- Takes steps to meet disabled people's needs even if this requires more favourable treatment

How we will meet the General Duty?: The involvement of disabled people in developing this scheme

An information leaflet and survey was sent out in November 2015 in order raise awareness and to explain the term 'disability' in a simple, accessible format. The intention was also to gather information about; the disability of pupils, staff and governors within the school, of parents and carers and of the wider community. It was suggested that parents of children with a disability complete the survey in partnership with their child.

Through this process, the school was provided with information on; individual disabilities and the barriers that they may present or needs in relation to the disability, views on how the school addresses these issues, what the school does well in response to additional needs, how response to these issues could be improved upon and what additional support might be appreciated.

The school has enabled staff to feel comfortable about disclosing a disability by listening, being patient and offering practical support such as reorganisation of the classroom and a portable hearing aid. Alternative communication methods were offered to survey recipients such as telephone call, letter or private meeting.

As a result of this process there is more awareness amongst staff and pupils that, for some adults and children, coming to school can be problematic. We will continue to collaborate and consult with parents, staff and the wider community in order to find a satisfactory solution to any difficulties that may be encountered.

Identified potential barriers

For Governors and employees:

- The physicality of moving around the building/grounds e.g. steps, distance.
- The layout of the classroom e.g. size and height of chair/table and proximity of other furniture.
- Information that cannot be read or understood.
- Communication difficulties.
- Machinery that is difficult to use.
- The recruitment, development and retention of staff.

For pupils:

- The physicality of moving around the building/grounds e.g. steps, distance.
- The layout of the classroom e.g. size and height of chair/table, proximity of other children or furniture.
- The easy access/administration of necessary medical assistance e.g. inhalers, insulin, medication.
- The position of board and seating arrangements in classroom.
- A specific medical condition that makes learning difficult.
- A task that is unrealistic- not sufficiently differentiated or/and without the necessary resources to complete it.
- Information that cannot be read or understood.
- Communication difficulties.
- Resources that are difficult to use.

For Parents:

- The physicality of moving around the building/grounds e.g. steps, distance.
- The layout of the classroom-e.g. size and height of chair/table and proximity of other furniture.
- Information that cannot be read or understood.
- Communication difficulties.
- Procurement.

Procurement, recruitment, development and retention of disabled employees

At Whimple Primary School, staff will be recruited on suitability for the job without any form of prejudice against disability. We will promote awareness of the DDA and the legal protection that it offers and use the disability survey to collect information on disability, as well as giving staff opportunities to raise personal issues in a sympathetic and confidential manner during the school year. Staff are given time to attend important health appointments wherever possible.

The school has adopted the maximising attendance at work policy and is aware of when and how to engage with the 'Well-being at Work' service when appropriate.

Educational opportunities available to and achievements of disabled pupils

When a child joins the school we collect information on disability through communication with parents and carers. We will endeavour to ensure that a child has the necessary resources to fully access the building and curriculum.

The designated school nurse makes regular visits to the school to check health issues.

Children are included, where appropriate, in IEP (Individual Education Plan), DAF (Devon Assessment Framework) and Annual Reviews for SEND where they are able to express their views.

The progress data that the schools holds on disabled pupils includes; end of Key stage outcomes, optional SATs and extra-curricular achievements which are celebrated during whole school assemblies.

The school collects regular data on the achievement of all children through a range of summative and formative assessments. When a child enters the school at the foundation stage, information is sought from any Pre-School setting that the child may have attended through 'Devon's Learning Journey'. Further information is gathered via the home/school visit. A regular analysis of data tracks every pupil's achievements throughout their time at the school. An analysis of specific data is ongoing throughout the year to monitor progress.

When a child is identified as having a disability their needs are taken into consideration and the curriculum is adapted. Personal targets are identified on an IEP and resources

and support programmes are put into place to enable those targets to be achieved. Pupils are well supported and targets relate to maximising a child's potential to learn and ensuring that they have access to the full curriculum. All SEN pupils across the school are carefully monitored to ensure they make expected progress. Interventions in the forms of group or individual support delivered internally or through external agencies support SEN pupils so that they can progress in all areas.

At Whimble we believe that every child matters and therefore all pupils, including those with a disability, are included in curriculum and extra-curricular activities, with adaptations being made where appropriate. We will do our best to ensure that more physical activities can be accessed by those with a physical disability, within the parameters of health and safety. All pupils have access to school trips, including a week's residential in years five and six. Reasonable adjustments are made to enable inclusion. Prior to a visit the suitability of the venue is assessed and potential problems or barriers for individuals are analysed, risk assessed and the programme adapted accordingly or procedures are put into place. All children have equal opportunities to apply for positions of responsibility such as: School Council Representative, Eco Representative and Monitors.

Positive attitudes towards disability are promoted through a variety of means. We have books in the library which cover a variety of personal, social, emotional and health issues including disability. We use a reading scheme which includes characters with disabilities and we have a regularly updated sports board which includes information and the achievements of Para-Olympians and other disabled sports men and women. At Whimble we support a variety of charities such as Children in Need, Marie Curie, NSPCC, Leprosy and Comic Relief.

The school uses a variety of monitoring for all children and which is used to monitor every child matters outcomes for pupils with a disability. These include Pupil and parent surveys, parent consultations, reports, IEPs and specific questionnaires linked to learning.

Attendance at school clubs, access to school trips and involvement in the wider aspects of school life such as opportunities to be involved in School council, the ECO team etc are also monitored to ensure that there is equality of access.

We will monitor the needs of parents, carers and the wider community when accessing the school.

Impact Assessment

At Whimple we recognise that ongoing assessment is vital to ensure that the DES (Disability Equity Scheme) is regularly amended, evaluated and altered as and when necessary. To this end, we will continue to seek feedback from pupils, parents, carers, staff, governors and the wider community. We will continue to raise awareness of the difficulties and rights of disabled people.

The Governing Body and staff will monitor the following:

- Training needs of the school regarding the DES
- Potential admission of a disabled child with specific needs
- Future needs of any existing pupils with a disability
- Prioritising the best use of funds and resources
- Seeking external advice and help where necessary
- Assessing the impact of the DES Action Plan, amending and extending it as deemed necessary

This document should be read in conjunction with the schools Accessibility Plan. All other policies should give regard to the schools Disability Equity Scheme. The scheme will be monitored and any amendments made as necessary with regard to new pupils, staff, parents, carers or community users needs.

Action plan: 2015 - 2018

Priority

- Ensure that all user groups are made aware that information can be provided in a range of forms.

Action Required

- In job advertisements
- To parents via CONTACT and on the website
- Through induction procedures for staff, students and volunteers
- Through induction procedures for governors

Success Criteria

- All user groups have access to information

Timescale

- For the duration of the plan until the review date

Responsible Persons: SENCo and Head teacher

Review Date: November 2018

Senior Member of Staff Responsible: _____ Headteacher

Designated Member of Staff: _____ SENCo

Governor Responsible: _____

Appendix 1**Further action points might include:**

- Developing mechanisms to measure progress in promoting equality of opportunity.
- Setting specific goals for improved educational attainment of disabled pupils.
- Improving the employment and/or retention of disabled staff e.g. carrying out impact assessment of the sickness policy, introducing mentor scheme for disabled employees (dependent on a school's responsibility for this and its size)
- Making reasonable adjustments for disabled parents/carers e.g. communicating with them via the phone, providing a signer, putting letters home into Braille / large font, providing wheelchair access.
- Promoting positive attitudes e.g. through a disability poster campaign
- Ensuring (as far as the school is able) that disability equality / disability requirements are built into any contract conditions/specifications with private, charitable or voluntary sector organisations for procured work and services e.g. school meals, holiday clubs, sport activities, site maintenance etc. Most schools will need to work with their LA to ensure this.