



Lemington Riverside Primary School

**Disability and Accessibility Equality
Scheme**

November 2016 – November 2019

1. Introduction

The Disability Discrimination Act 2005 brought in a new duty on all schools to promote equality.

The disability equality duty includes two main elements:

- a general duty; and
- a specific duty

The General Duty

The duty requires the school, when carrying out its functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and non-disabled people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation of disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment;

The Specific Duty

The main requirements of the specific duty are for schools to:

- prepare and publish a school disability equality scheme
- involve disabled people in the development of the scheme;
- implement the scheme;
- report on it.

We will ensure this by:

- continuing to seek the feedback from disabled people (pupils, staff, parents and governors) through questionnaires
- continuing to gather information on the effect of the school's policies on:
 - I. the recruitment, development and retention of disabled employees;
 - II. the educational opportunities available to, and the achievements of disabled pupils;
 - III. the school's methods for assessing the impact of its current or proposed policies and practices on disability equality;
 - IV. the steps the school is going to take to meet the general duty (the school's action plan);
 - V. the arrangements for using information to support the review of the action plan and to inform subsequent schemes;

- reporting on its scheme annually;
- reviewing and revising the scheme every three years.

The school is not required to do anything under its scheme that is unreasonable or impractical.

This scheme and accompanying action plan sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life and promote equality of opportunity for disabled people.

2. The definition of “disability”

The Disability Discrimination Act 1995 defines a disabled person as someone who has 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.

For children and young people in schools, there is a significant overlap between those who count as disabled under the Disability Discrimination Act and those who have special educational needs as defined by the Education Act 1996. The definition of SEN will include many, but not necessarily all,

disabled children: A disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

3. The purpose and direction of the school's scheme.

At Lemington Riverside Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those using the school and receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

The school uses the "social model" of disability as the basis for its work to improve equality of opportunity and tackle discrimination against disabled people. This model highlights 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.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

4. The involvement of disabled pupils, staff, parents/carers and the local community in developing the scheme

In developing our scheme, disabled people were involved in the following ways:

a) Disabled pupils:

- We have identified our disabled pupils
- We have involved all pupils in identifying any barriers that affect them and how we can plan to overcome them, allowing full participation in all school activities

We have organised exit questionnaires with all pupils leaving the school.

b) Disabled staff:

- We have made all staff aware of our duty through staff questionnaires.
- We have asked all staff to identify any barriers that affect them and how we can plan to overcome them

c) Disabled parents/carers or parents/carers of disabled pupils:

- We have made parents/carers aware of our duty through the school website

- We give all parents/carers an annual questionnaire to identify any barriers and how we can improve the way we meet their needs

In the longer term, disabled people will be involved in the following ways:

- parental surveys will be used to give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability.
- pupil surveys and interviews as part of the normal cycle of self-evaluation would also be used to identify any issues relating to a child or young person's disability.
- disabled staff (if required) will have regular meetings with their line manager to discuss how the school can best enable them to work.

We do not presume that the views held by the parents/carers of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

When seeking the views of disabled people, we use their preferred means of communication.

5. Gathering and Using Information

Lemington Riverside Primary School acknowledges that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in a sensitive manner that promotes the disclosure of a disability, is confidential and informs the development of the scheme.

Using Information

- We will provide information on the definition of disability in the Disability Discrimination Act.
- We explain to pupils, parents, staff, governors & community users why the information about disability is required.

The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of disabled users in school community activities.

Staff Information

Information on school staff will be analysed in respect of the representation of disabled people:

- in all aspects of the work of the school, for example: teaching, teaching support, administrative support;
- at all levels of seniority in the school;
- amongst those awarded Teaching and Learning Responsibility Payments;
- as permanent or temporary members of staff, full- or part-time or casual staff;
- in training and professional development opportunities;
- in disciplinary and capability proceedings;
- in harassment and bullying procedures;
- as contract staff, for example: contract cleaners and agency supply teachers;
- among those who take sick leave;
- among trainee teachers on placement at the school; and
- among those leaving the profession early.

The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- attract a wider field for recruitment, including disabled people
- retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people
- develop in-house expertise about what disabled staff and/or pupils may require
- provide role models for children and young people
- bring different life experiences and new skills to the school and
- help foster good relations with all employees by showing that everyone is valued and treated fairly

When necessary we will ensure we make every reasonable adjustment to meet the needs of disabled staff.

a) Pupil Information

The gathering of information on disabled pupils will include an analysis of:

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

The school will consider:

i) Presence

- how many 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.

ii) Participation

- if there are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties;
- if disability issues are reflected in the curriculum;
- if disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs;
- if there are parts of the school to which disabled pupils have limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school;
- if different forms of communication are made available to enable all disabled pupils to express their views and to hear the view of others;
- if access to information is planned, with a range of different formats available to disabled pupils; and
- other issues which affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

iii) The achievements of disabled pupils

The school will undertake a detailed analysis of outcome data for disabled pupils, including:

- end of key stage outcomes;
- comparative progress measured by the school data and tracking system;
- progress in P-scales and/or IEP targets where applicable
- achievements in extra-curricular activities
- successful transition into the next stage of education, training or

employment.

b) Parent/Carer Information

Information collected about disabled parents/carers will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day-to-day communication with school. It is our aim to:

- use disabled people's preferred means of communication when contacting parents/carers, meeting with them or sharing information with them;
- ensure disabled parents/carers are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements;
- give disabled parents/carers priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;
- give disabled parents/carers preferential parking rights;
- ensure the needs of young carers are met;

c) Governor Information

Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- the representation of disabled people on the governing body;
- the accessibility of meetings for disabled governors;
- the accessibility of other governor's activities.

6. Impact Assessment

We recognise that many of our school's policies, practices and procedures may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. Our impact assessments will always involve someone who is involved with the drawing up and implementation of the policy or practice.

Wherever possible, data and information to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.

When policies are reviewed we will assess their impact.

A schedule will be written for the review of all policies over the lifetime of this scheme.

Our Governing Body will be involved at a suitable point in the revision of these policies.

Over the next three years, all policy, practices and procedures are assessed. These policies are in our Policy Review Schedule.

All issues arising from the reviews will be prioritised and included in our Disability Equality Scheme Action Plan.

7. Planning for Action

In line with the Disability Rights Commission (DRC) guidance, our Action Plan is Appendix 1:

The priorities for the school's scheme will be set in the light of:

- an examination of the information that the school has gathered;
- feedback from disabled pupils, staff and parents who have been involved in the development of the scheme; and
- the review of the impact of current policies and practices on disability equality.

8. Publication and Reporting of Scheme

Our scheme can be available for information if requested and will:-

- be published on the school website;
- be available in paper format to anyone on request or alternatively be e-mailed
- be available on request in alternative formats including audio CD/tape, Braille, large print on request.

- The Head Teacher will report termly about the progress we make on promoting equality of opportunity for disabled people.

We will ensure that disabled people will be involved in the process.

The person responsible for producing the Annual Report is the Head Teacher – Susan Hall

9. Accessibility Plan

The schools Accessibility Plan is incorporated within the Disability Equality Scheme. This refers specifically to the requirement to focus on issues related to:

- a) increasing access to the curriculum
- b) increasing access to the physical environment
- c) making written material more accessible

10. Implementation, Monitoring and Evaluation of the Action Plan

The school governing body will have the responsibility for overseeing the implementation of the Action Plan. A report will be made available to the governors termly in the Head teacher's report to the Governors.

The Action plan will be dovetailed with the School Development Plan and the School Accessibility Plan in order to ensure co-ordination and effectiveness. (see Appendix 1)

10. Reviewing and Revision of the Scheme

Our scheme will be reviewed and revised after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to the issues identified through our impact assessment and included in our annual reports.

The person responsible for initiating the review of this scheme is the Head Teacher – Susan Hall

Date of Review: 6.11.13

Reviewed: 30.11.16

To be reviewed November 2019

APPENDIX 1:

DISABILITY EQUALITY SCHEME ACTION PLAN 2016 - 2019

TARGET	ACTION	TIMESCALE	LEAD RESPONSIBILITY	RESOURCES	OUTCOMES	MONITORING & EVALUATION
1 To ensure all children have full access to the curriculum.	Ensure that the curriculum can be accessed by all and make adaptations where necessary. Review teaching approach and classroom routines as each disabled child is admitted.	Annually and when appropriate	Susan Hall	-	All children able to access curriculum	HT and Governors HT Report to Governors
2 To make improvement to physical environment of school to increase access for disabled pupils as required	Ensure that each area of the school's access area is kept clear and in good condition at all times. Ensure that there is access for wheelchairs in all classrooms. Change classrooms if necessary to ground floor classrooms. Ensure there is always access to ICT equipment on ground floor.	Annually and when necessary	Susan Hall		All disabled people have access to school	HT and Governors HT Report to Governors
3 To continue to make written information accessible to pupils in a range of settings.	To provide the opportunity for parents to contact school if they have difficulty reading or interpreting any letters or documents sent out from school	Ongoing	Susan Hall	Newcastle LA	No parents excluded	HT and Governors HT Report to Governors

TARGET	ACTION	TIMESCALE	LEAD RESPONSIBILITY	RESOURCES	OUTCOMES	MONITORING & EVALUATION
4, To continue to address priority issues identified by disabled pupils, employees and parents/carers	To establish and sustain systems for gathering information from stakeholders Carry out questionnaires to identify priority issues and adapt procedures accordingly To adapt admission forms to ensure information can be gathered from all disabled stakeholders	Annually and as appropriate	Susan Hall		Relevant information gathered. All stakeholders have had the opportunity to identify issues Issues have been addressed	HT and Governors
5 To assess the impact of school policies, practices and procedures in the following, and make reasonable adjustments to:	To continue with the procedure of reviewing policies in accordance with the timetable created by the HT and Governors	Ongoing – as outlined in the policy review schedule	Chair of governors / HT		Policies regularly reviewed and updated	Governor Committees and Whole Governing Body
a) promote the recruitment, development and retention of disabled employees.	To review recruitment practices both advertising and interview procedures in line with LA procedures	Ongoing – as outlined in the policy review schedule	HT		Good practice in reflected in recruitment procedures – LA procedures adhered to	Governing Body HT

TARGET	ACTION	TIMESCALE	LEAD RESPONSIBILITY	RESOURCES	OUTCOMES	MONITORING & EVALUATION
b. To ensure all educational opportunities available to and achievements of disabled pupils.	Review school's policies linked into this aim Monitor progress of disabled pupils Review teaching approaches as each disabled child is admitted	Ongoing – as outlined in the policy review schedule	HT Governors		Childs' needs are met and they are able to access opportunities	HT Governing Body
c. To ensure the participation of disabled parents/carers in their children's education.	Ensure parent's carers can access information given to them Invite all parents to reviews/meetings – ensure they can have access to school and meeting rooms	Ongoing	HT		Increased participation of disabled parents / carers in their child's education	HT Governing Body
d. To ensure the participation of disabled users in school community activities.	To continue and strengthen links with outside groups e.g. Waverley Lodge	Ongoing	Susan Hall	Parents Room Creative Resources	Increased participation of disabled users in school activities – greater awareness and understanding of disabilities among children	HT Disabled groups Children