

# Sandylands C P School

## Disability Equality Scheme



Date Agreed: Autumn 2007

Reviewed Autumn 2008

Reviewed January 2010

Reviewed November 2010

Revised January 2012

Reviewed January 2015

### 1. School Ethos Vision & Values

Sandylands is committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people are able to participate fully in school life. At sandylands we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are committed to ensuring equal treatment of all our pupils parents / carers, employees, 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.

### **Reasonable adjustments**

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan; however, reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and /or their parents. Whenever the building is being changed or renewed, careful consideration will be given to accessibility/

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom.
- in the school curriculum.
- at all times and in all parts of the building.

And when

- disabled persons feel part of the life of the school.
- disabled persons are included by their peers in all parts of school life.

- parents/carers of disabled students feel their child is part of the life of the school.
- staff feel confident in working with disabled pupils.

This scheme should be read in conjunction with the Accessibility Plan, Anti-bullying Policy, Behaviour Policy, Educational Visits Policy, SEN and Inclusion Policy, Single Equalities Plan and recruitment and Selection Policies.

### **Role of the Governing Body**

Membership of the Governing Body is open to all eligible persons irrespective of disability. Members of the Governing Body are encouraged to visit school to aid monitoring of measures taken to ensure that Every Child Matters.

Under part 5A of the DDA governing bodies are required to:

- Promote quality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- Prepare and publish a disability equality scheme to show how they will meet those duties.

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

In addition, duties in Part 4 of the DDA require the Governing body 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 of information to disabled pupils which is provided in writing for pupils who are not disabled.

### **The Disability Equality Duty (DED)**

#### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has '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"

The DDA 2005 has also extended the definition of disability as follows:-

- 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 recognized 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.

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 school recognizes that social, educational and behavioural difficulties are part of this definition.

We use the DDA definition of impairments to include hidden impairments such as dyslexia, autism, speech and language impairments, Attention Hyperactivity Disorder (ADHD) as well

as:

- Physical impairment which includes sensory impairment
- Mental impairment which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

In relation to normal day-to-day activity the test of whether an impairment affects normal day-to-day activity is whether it affects 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 or physical danger

## **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)

## **Statement of current and planned practice for staff and governors.**

The school will deliver high quality learning opportunities and provision of care for every member of the school community. We are committed to making our school accessible for all pupils, staff and visitors.

Information will be collected on disability with regards to both adults and children during the Autumn term each year and when children transfer to the school during an academic year. The information gathered will be used to improve the provision of our services and to ensure equality of opportunity.

Achievement will be monitored by ensuring that attainment and progress of each child with a disability is monitored against the average progress and attainment of children in our school. If our assessment suggest that disability is affecting children's progress, targets will be set and individual education plans will be developed.

The career development, performance and well being of disabled members of staff will be reviewed each year. If disability is adversely affecting staff, reasonable steps will be taken to

address the affects and support the member of staff.

Participation of disabled children and adults in the life of our school is important. This will be demonstrated as follows:

**Access to the curriculum :**

- Setting suitable learning challenges that are appropriately differentiated to meet the needs of all pupils
- Responding to pupils diverse learning needs whilst promoting high expectations and quality for all pupils
- Overcoming potential barriers to learning by using flexible teaching methods and groupings to support individuals and using specialized equipment for those pupils who need it.

**Environment:**

- All pupils will have access to the different areas of school on each site without experiencing barriers caused by steps, doorways, or facilities such as toilets.
- Emergency and evacuation systems are set up to cater for all pupils and alarms include visual and auditory components.
- Clear signage and non-visual guides are used to ensure pupils who may have visual impairment or other difficulties are able to access all areas of school and understand school routines.
- All areas of school are well lit.
- Each classroom has blinds fitted to ensure the visual environment is suitable for all children.
- Acoustic arrangements in classrooms are suitable for pupils with hearing impairment.
- Furniture and equipment is carefully selected, adjusted and located appropriately.

**Information**

- Information about the school and its various activities can be provided in a range of formats, e.g. website / hard copy, face to face meetings.
- Information is presented to pupils in a way which is user friendly e.g. through ICT, visual information, auditory presentation, ensuring fonts are appropriate sizes, background colours on presentations are considered, etc
- Staff are familiar with the appropriate technology and practices to assist those with a disability.

**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.

The main actions to be taken to promote disability equality are described in the school's Accessibility Plan. This plan will run in conjunction with the School Development Plan and Buildings Development Plan.

Responsibility for developing this scheme lies with the head teacher, SENCO, a School Governor, parent of disabled child and a member of the SEN team.

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

Disabled pupils and their parents and other disabled members of the school community will be involved in devising, monitoring and evaluating this scheme. All pupils, parents, staff and governors are invited to respond to the school Disability Equality Questionnaire, either through a paper copy or on-line. Pupils and their parents with a statement of Special Educational Needs or an Education, Health and Care Plan will have a direct voice into this scheme through the annual review process with the Inclusion Manager / SENCO.

## **Link with outside agencies**

The school has close links with a wide range of professionals who are able to support the provision for children and adults with disabilities. The CAMHS (Child and Adolescent Mental Health in Schools) worker, Acorn Psychology, paediatric therapy service and school health service all contribute to helping the school anticipate and plan for the needs of current and future disabled users of the school. Parents / carers can access these services through speaking to class teachers, the SENCo or the Learning mentor. The school nurse is on site on various days of the term. She provides a direct link between school and health care professionals dealing with our pupils and their parents.

## **Removing barriers**

See the School's Accessibility Plan.

## **Disability in the Curriculum, including teaching and learning**

See the School's Accessibility Plan.

## **Eliminating harassment and bullying**

The school has adopted LA policies on harassment at work. The school's Anti-Bullying Policy is regularly monitored and reviewed by a team of staff, parents, Governors and pupils. The latest policy is available from the school's web site or directly from the Head Teacher/Inclusion Manager.

## **Gathering Information, Performance and Evidence**

The school will collect data annually to help monitor the impact of its policies. Data collected will include information on:

- a. Pupil Achievement
- b. Learning Opportunities - i.e. take up of courses/external visits/participation in school parliament
- c. Exclusions
- d. Attendance
- e. Transition procedures
- f. Access to mentor team and CAMHS support
- g. Employing, promoting and training disabled staff

## **Making things happen**

In order to ensure that action is taken to meet the Disability Equality Duty, Sandylands Primary School will draw up an action plan for the period 2014 - 2015, which outlines how the requirements of the DDA 2005 and the Equality act 2010 will be met. This action plan will be

shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

- Promoting equality of opportunity between disabled people and other people by:
  1. Increasing awareness of the ways in which parents of disabled children can help to support their learning, through regular reviews of individual learning plans.
  2. Facilitating access to the school by supporting parents of young disabled children through the children's centre and access to outside agencies outlined earlier.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability by:
  1. Monitoring incidents of harassment and bullying of disabled children, parents/carers and staff. Encouraging people to report and ensuring that the governing body is involved in taking appropriate action.
  2. Ensuring issues relating to disability and bullying are addressed through SEAL themes in all classes and through whole school assemblies.
- Promoting positive attitudes towards disabled people by:
  1. Ensuring that the resources in school such as books, posters, displays and learning materials represents disabled people positively.
  2. Celebrating and highlighting key events such as the Paralympics.
  3. Ensuring that disabled children and adults are represented and encouraged to participate in school events, newsletters, school parliament and school TV and website.

### **Reviewing / Monitoring**

It is important to monitor the impact of the action taken to ensure progress is being made towards meeting the Disability Equality Duty and to ensure no adverse impact is occurring as a result of the actions.

The action plan will be monitored in accordance with specified timescales and through annual review by a team of staff and Governors. An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Governors and included in the annual SEN report to parents.

The views of those pupils (and their parents) affected by the policy will be sought during the annual review and via other means if the pupil has additional needs but no Statement of SEN or Education, Health and Care Plan. The school will use the information gathered to up-date and amend the Disability equality scheme and to set new targets in the accessibility plan to further the aims of the school in the future.

### **Senior Members of Staff Responsible:**

The Head Teacher and the Inclusion Manager.

Day-to-day responsibility for the implementation and monitoring of the policy will be the SENCO / School Inclusion Manager

**Governor Responsible:** SEN Governor

## The accessibility action Plan

The action plan shows what will be achieved in 2014 – 2016 with regards to the Disability Equality Duty. Further details are outlined in the annual School Development Plan.

<b>Aspects</b>	<b>Action to be taken</b>	<b>Personnel</b>	<b>Time scales</b>	<b>Procedures for monitoring actions</b>	<b>Procedures for monitoring impact</b>
<b>2014-2015</b>					
<b>Curriculum</b>					
Removing barriers for pupils with speech and language impairments	Staff training on Speech and Language development. Foundation Stage – WELLCOMM S & L programme KS1 – Talk Boost training KS2 – Speech link materials All classes to strengthen understanding of specific vocabulary within the curriculum through focus vocabulary each term.	SENC O/ Whole school	Summer 2015	Staff feedback	Class observations Pupil discussion Assessment data
<b>Physical Environment</b>					
Safety for all pupils around school	Pupil team from school parliament to do check with health and safety lead teacher and governor each term.	Safety committee	Termly	Governors to ensure action occurs	Termly recorded and actioned
Accessibility - foundation stage	New hall, kitchen and toilets within the Foundation Stage site to be fully accessible for use by parents, staff and pupils.	Bursar / Head	Autumn 2014 - 2015	Premises committee	Librarian to monitor library use by pupils and wider community.

Acoustic and visual environment	New hall building in Foundation Stage to be fitted with blinds and comply with acoustic requirements of building regulations.	Bursar /Head	Autumn 2014 - 2015	Premises committee	Pupil questionnaire / discussion
<b>Information</b>					
Review accessibility of information provided for parents	Audit of accessible information, including the views of disabled parents. Audit of services available from local authority to assist with production of information in different formats.	P Lupton SENC O	Spring term 2015	Monitoring of information presented to adults and Governors	Pupil and Adult questionnaire Oral feedback
<b>Aspects</b>	<b>Action to be taken</b>	<b>Personnel</b>	<b>Time scales</b>	<b>Procedures for monitoring actions</b>	<b>Procedures for monitoring impact</b>
<b>2015-2016</b>					
<b>Curriculum</b>					
Removing barriers for pupils with additional learning needs.	Staff training on metacognition and feedback strategies to improve children's ability to access, show and retain learning. Development of ICT to use with SEN children.	SENC O/ Whole school	Spring 2012	Staff feedback	Class observations Pupil discussion Assessment data
<b>Physical Environment</b>					
Safety for all pupils around school	Pupil team from school parliament to do check with health and safety lead teacher and governor each term.	Safety committee	Termly	Governors to ensure action occurs	Termly recorded and actioned

Accessi bility - foundati on stage	New hall, kitchen and toilets within the Foundation Stage site to be fully accessible for use by parents, staff and pupils.	Bursar / Head	Autum n 2015	Bursar to manage building progress	Class Observatio ns Pupil progress
Acoustic and visual environ ment	New hall building in Foundation Stage to be fitted with blinds and comply with acoustic requirements of building regulations.	Bursar /Head	Autum n 2015	Premises committee	Pupil questionnai re / discussion
<b>Informa tion</b>					
Review of informati on prese nted to pupils.	Audit of accessible information, including the views of disabled pupils. Audit of use of ICT.	SENCO	Spring 2016	Report to governors / school parliament	Pupil and Adult questionnai re  Oral feedback