



## DISABILITY EQUALITY SCHEME

2014 – 2017

The staff and Governors of the school recognise the importance of creating a positive environment for disabled pupils and staff and are committed to making this a reality in our school. Our Disability Equality Scheme sets out our goals in this area and provides a plan of the key actions required to meet them. The school will establish a “Disability Equality Stakeholder Group”, including school governors, staff representation by persons and/or parents/carers of a person in the school community. The school council will also be a key stakeholder group.

This Scheme has been written within the context of the school’s commitment to create an inclusive community that welcomes and celebrates diversity as an enrichment of the lives of all members of that community.

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## **1. Introduction**

### **1.1 The Disability Discrimination Act 2005 and the Disability Equality Duty**

The purpose of the Disability Equality Scheme is to ensure that Great Whelnetham CEVCP School delivers its responsibilities under the Disability Discrimination Act 2005. In order to do this and ensure involvement of the staff and pupils it is important to understand the key principles of the legislation and what is meant by disability.

The General Duty to promote disability equality requires all public bodies including schools to have due regard to the need to:

- Eliminate discrimination
- Eliminate harassment related to a disability
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people

The Disability Discrimination Act 2005 introduces a new duty to promote disability equality for education providers. The new law extends the requirements of the DDA 1995 by requiring public authorities to have due regard to the need to:

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

This scheme and accompanying action plan sets 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.

### **1.2 Disability Definition**

"Disability is a physical or mental impairment which has substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities"

The definition of disability has been extended by the 2005 Disability Amendment Act and now includes people with long term medical conditions such as those with cancer or surviving cancer, HIV and Multiple Sclerosis from the point of diagnosis and mental impairments. 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 purpose 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.

Our school accepts the "social model" of disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers, which exist in the education system and in society as a whole.

Our school therefore uses the social model of disability throughout our work. 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. We also recognise that social, educational and behavioural difficulties are part of the definition where they have a substantial and long-term effect on a child's ability to carry out normal day to day activities.

## **2. About Great Whelnetham CEVCP School**

### **2.1 Background**

Great Whelnetham Church of England Primary School is situated in a rural location, in the village of Great Whelnetham. The catchment area is rural in nature and reflects a range of socio-economic backgrounds.

The facilities of Great Whelnetham CEVCP School are available to adults as well as young people through the letting of the premises. The school seeks to be closely involved with the community and to serve the community as fully and as effectively as possible.

### **2.2 Our Approach**

The school is committed to developing and promoting an inclusive community. We believe that anything is possible if you are prepared to work at it, think creatively to find solutions to problems and accept that if people are trying hard enough they are bound to make some mistakes along the way.

We enjoy very positive and close relationships with the Bury School's Partnership, with particular reference to preparing our current year 4 pupils to stay in the school until year 6 and preparing them for transition to High School. This relationship includes early links where students' physical, emotional or educational needs may require special provision.

We are committed to the well-being of staff and believe that for everyone to be effective, individuals need to be treated as such and supported in ways that suit them-

There are nominated governors who monitor the care given to SEN students, Looked After Children, and disabled pupils and staff. All staff undertake School Safe and Child Protection training and we have a regular programme of training related to the disabilities experienced by our school population. i.e. ASD, physical problems related to cerebral palsy and speech and language difficulties.

Communication, planning and decision-making is carried out in the school through calendared meetings of interlocking teams.

<b><u>School Team</u></b>	<b><u>Meetings</u></b>
Leadership	fortnightly
Staff meeting	weekly
Governors Committees :	
Full Governing Body	termly
Curriculum & Assessment	termly
Finance	termly or more frequently as required
Personnel	termly or more frequently as required
Pupil Discipline	As needed
Hearings	As needed
Appeals	As needed

### **3. Strengths & Successes**

#### **3.1 Specialist Equipment**

Specialist equipment is purchased, as required, using the Access Initiative, including laptops, ramps and ICT equipment.

#### **3.1 Provision for Support to Learners/SEN**

Good forward planning to address transition issues are in place and begin early in Year 4, including additional visits to the pupil's chosen school. It is important to identify potential pupils transferring to Middle School, who may have significant additional needs and would have budgetary implications in terms of learning aids, pupil support and accessibility arrangements.

Outreach professionals are available at:

- Wickhambrook – Dyslexia
- Honington - ASD
- First Base - Behaviour Support - Pre Key Stage 2
- Kingsfield - Behaviour Support – Post Key Stage 1
- Riverwalk - Manual Handling
- Beacon Hill Outreach

Good channels of communication exist between schools and Community Paediatricians and CAMHS professionals.

#### **3.2 Staff Development & training**

All staff including non – teaching staff has regular opportunities access training. All teaching and non-teaching staff have received training in 2010 on ASD. Some teaching assistants have received training on ELKLAN. All staff receive first aid and safeguarding training and training to meet other needs as appropriate. Foundation stage teachers and teaching assistants have received Makaton training.

#### **3.3 Curriculum Activities**

Subject and curriculum leaders carry out regular monitoring to ensure that materials and schemes of work develop positive images of all groups in society.

Members of staff are made aware that all activities must be accessible to all members of the school community and activity plans are checked by senior managers to ensure this.

PSHE schemes of work include activities that focus on developing awareness and positive images of disability as do drama, English, and RE.

#### **3.4 Student Council**

All students have access to the School Council through class representatives, each of which is represented on the School Council. The School Council meets half termly and they are informed about the needs of the Disability Equality Scheme. They are also asked to put forward their ideas of areas that cause them concern regarding access.

### **4. Challenges and Issues**

#### **4.1 Funding**

The Access Initiative can be used to apply for funding for specific projects to support a range of disabilities.

#### **4.2 Disability Information**

##### **Staffing**

Health questionnaires are strictly confidential and are not viewed by anyone other than Suffolk Health.

Non-teaching staff are issued with declarations and then if the Area Office feels there are any concerns, they may issue a Health questionnaire to clarify.

Suffolk Health will look at all questionnaires, and make an appointment with anyone with whom they feel may have an area of concern. Following this appointment any concerns forwarded to the Area Office and they will advise the school.

It is at this stage that the school would look at each individual case and see if the individual can be accommodated.

##### **Pupils**

Admission forms for pupils request information about individual needs.

#### **4.3 Fire Evacuation procedures**

The fire evacuation procedures are understood by all staff and pupils. The school has completed a Travel Plan.

#### **4.4 Training**

We recognise the need for additional training to enable inclusion of disabled pupils on school trips, sports and design technology.

In addition the school needs to consider approaches to raise general awareness for staff and governors on disability and responsibilities as a school through training.

#### **4.5 Accessibility**

The school site is accessible to wheelchair users and adults and children with disabilities. A loop system has been installed in the school hall to assist pupils who have hearing impairment.

#### **4.6 Disseminating Information**

A statement requesting parents to make the school aware if they require alternative forms of correspondence to support needs or disabilities including access to the school is located on the school's website.

### **5. Involvement**

The school's partnership arrangements with schools in the Bury School's Partnership provide opportunities to consult and support each other through shared expertise, by attendance at Bury SENCo Cluster Meeting, and the Bury School's Partnership Headteachers' meetings.

The regular attendance of the Local Authority advisory team at these meetings, provides an opportunity to disseminate information on new legislation, training and routes to access additional support. Specialist advice and Outreach Services enhance provision in our schools.

We will continue to develop work with focus groups to gain understanding and involvement with stakeholders in the development of the school's practice.

We involve the School Council in understanding and developing the Scheme and seeking the views of disabled peers not on the Council.

## **6. Impact Assessment**

Impact assessment is a method used to ensure that the potential for discrimination does not occur in our policies and practices, including teaching. It is also a useful way to identify positive action that can be taken to promote equality and anticipate the requirements of our pupils and staff.

The purpose of an impact assessment is to ensure that the activities of Great Whelnetham Church of England Primary School:

- Do not disadvantage disabled people
- Identify potential barriers in advance
- Best promote equality of opportunity

Great Whelnetham Church of England Primary School reviews all policies and practices on a rolling programme to take account of changes in legislation and ensure good practice. It is envisaged that most of our policies will be reviewed and impact assessed in accordance with this Scheme.

In the instance of each policy or practice we will:

- Identify whether there is a disability implication
- Involve disabled people in reviewing the impact of this
- Assess the impact for both positives and negatives
- Identify steps to eliminate or reduce any negative impacts
- Publish relevant outcomes.

The school will prioritise policies, which may need urgent attention and as each is reviewed and amended an impact assessment will be carried out and appropriate adjustments made.

Our overall aim is to create a culture where impact assessment becomes part of what our staff and governors do whenever they are creating, or reviewing policies or practices.

## **7. Gathering Information**

Gathering information is part of our responsibility to demonstrate how we deliver in relation to Disability Equality.

The starting point for this is to encourage staff and pupils with disabilities to tell us about them through a questionnaire.

### **7.1 Pupil Information**

Pupils' Educational/SEN files are established and maintained. When a pupil leaves the files are transferred to the next school. The files contain general information, assessments and where applicable include copies of Statements, previous Pupil Passports and reviews, reports from the Advisory Teachers and/or external agencies. Files may be held as hard copies or electronically. All records including SEN records are stored securely in the school office.

### **7.2 Staff Information**

Equal Opportunities information is gathered through monitoring as part of the recruitment process. This includes a section on disability.

## **8. Communicating our Scheme**

The Governors will sign off the Scheme.

The finalised Scheme will be issued to all relevant groups and will be made available to existing and potential learners, via our website.

The Scheme will be referred to specifically during staff and pupil induction. We will also ensure that internal and external publications will reference the Scheme and where it can be found in the School brochure. The Scheme will be published on the school website and held in hard copy in the Reception area, the school office and the staffroom. A copy will be included with the School Prospectus will also be placed in the School Policy files for the staff and governors.

This plan will be reviewed every 2 years or more frequently where necessary.