

HOLY TRINITY C.E. PRIMARY SCHOOL.

POLICY FOR DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN



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Approved by FGB:

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Lead Group: School Com

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1.0 Introduction

Disability Discrimination Act 2005

The duty to promote disability equality, 'General Duty' (of the DDA 2005), requires all schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and others
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

1.1 Context

Holy Trinity CE Primary School is a VA Primary School. The school takes quite a broad range of socio-economic backgrounds. There is a low proportion of pupils with free school meals but an average number identified with SEN.

There is access to the main buildings via ramps. There are a large number of highly qualified Teaching Assistants who work closely as part of the teaching team.

School's Aim and Values

Through a disability equality scheme and accessibility plan Holy Trinity CE Primary School promotes equality of opportunity and ensure equal access by all, to all aspects of school life.

At Holy Trinity CE Primary School we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. The achievement of all pupils including those identified using the DDA criteria are carefully monitored and the data used to raise standards and ensure inclusive teaching. We aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability. We seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

At Holy Trinity CE Primary School we believe that diversity is a strength, which should be respected and celebrated by pupils, staff and visitors to the school.

Holy Trinity CE Primary School has high ambitions for all its pupils, including its disabled pupils and by identifying and removing barriers in every area of school life expects them to participate as fully as possible.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school:

- sets suitable learning challenges for all pupils
- responds to pupils' diverse needs

- aims to overcome potential barriers to learning and assessment for individuals and groups of pupils.

We work actively to promote equality and foster positive attitudes and commitment to an education for equality.

We do this through the school's policies, practices & cultures and by looking for ways to:

- Increase access to the curriculum for all pupils, particularly vulnerable groups
- Improve access to the physical environment of the school
- Improve communication to all

1.2 Aim

Our Disability Equality Scheme will outline how we fulfil this duty and include a set of specific, measurable, achievable, realistic and time bonded targets in the form of an action plan.

1.3 School's Duty

The governing body has a duty to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who may wish to use the school;
- produce and publish a Disability Equality Scheme to show how they will meet these duties.

2.0 The Disability Equality Scheme

The governing body is also required to plan to increase access to education for disabled pupils in three ways, by:

- 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 the education and the associated services
- improving the delivery of information to disabled pupils.

2.1 Roles and Responsibilities

This Disability and Equality Scheme will include the Accessibility Plan and will link to other specific policies and action plans that the school produces including the School Development Plan.

This Disability Equality Scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them.

Promoting disability and equality and raising the achievement of disabled pupils is the responsibility of the whole school community.

Introduction to this Disability Equality Scheme will be included in our induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

The Head teacher and Senior Leadership Team will ensure that the Disability Discrimination Act 2005 is adhered to and those connected with the school community understand the aims and ethos of the scheme and positively promote disability equality. The Head teacher will notify the Governing Body on progress towards the targets in the action plans in their report to the Governors.

The Governing Body will ensure that the procedures for candidates to stand for election and arrangements for parents to vote for candidates are accessible to disabled people. The Governing Body will have oversight of progress towards the targets in the action plans.

All staff will follow the aims and ethos of the scheme and positively promote disability equality.

Pupils will develop positive attitudes towards disabled people.

Parents and carers are expected to support Holy Trinity CE Primary School's disability scheme through their promotion of positive attitudes towards disabled people with their children.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

The school understands its duty to arrange for the gathering of information on the effects of the school's policies on:

- the recruitment, development and retention of disabled employees
- the educational opportunities available to and the achievements of disabled pupils:
- the social relationships between disabled pupils and non-disabled pupils.

a its arrangements for using information to support the review of the action plan and to inform subsequent schemes

Holy Trinity CE Primary School will actively consult with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Consulting with disabled pupils, staff and parents to determine their priorities for the school with regards to disability equality over the next three years. This has taken place via questionnaires taken from The Index for Inclusion, discussion groups and interviews.

2.2 Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Holy Trinity CE Primary School will draw up an action plan to make things happen, which will outline how the requirements of the DDA 2005 will be met. This action plan will be shaped in consultation with disabled people as outlined in the previous section.

Holy Trinity CE Primary School recognises that it has additional responsibilities

- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of the education provided.
- As a service provider to make its buildings accessible when it hires out rooms or parts of the building.
- When providing newsletters and information for parents and carers, it will make this information available in an accessible format so that parents or carers who may, for example, be visually impaired, can access the information.
- To hold events for parents and carers such as open evenings, meetings with teachers, in accessible parts of the school.

School staff will need to be aware of Section 6 of the DDA Act 2005 when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students

2.3 Training

All staff and governors will receive training on the Disability and Equality Scheme and their responsibilities under it.

All pupils will be given an overview of the scheme following its formal adoption and will be given instruction around their responsibilities.

2.4 Breach of the Policy

Staff who are in breach of the policy - The school would follow Local Authority guidance for dealing with staff conduct.

Children who are in breach of the policy - The school would follow the agreed behaviour policy.

Parents who are in breach of the policy - The school would follow established Local Authority procedures.

2.5 Assessing the impact of policies

The monitoring of the actions outlined in the action plan will be carried out in accordance with the specified methods and timescales. If any adverse impacts are identified during the monitoring process, the action plan will be revised.

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 and a copy placed on the school's website by the school, and the findings will be used to improve the Disability Equality Scheme and feed into future practice. The scheme will be revised every 3 years.

Any questions about the scheme may be addressed to the Head teacher and SENCO.

3.0 Appendices

CHECKLIST FOR SCHOOLS AND GOVERNORS (Appendix 1)

Information Gathering

- ✓ Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision?
- ✓ Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?
- ✓ Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- ✓ Are disabled pupils given access to opportunities to participate in a range of activities, both in and outside of school hours?
- ✓ Is bullying and harassment of disabled pupils monitored and is this information used to make a difference?
- ✓ Are stereotypes in terms of disability actively challenged in both the classroom environment and in the playground?
Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- ✓ Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- ✓ Is the school environment as accessible and welcoming as possible to disabled people? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- ✓ Are disabled parents/carers encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?
- ✓ Does the school take appropriate steps to meet disabled people's needs even if this requires more favourable treatment?
Are procedures for the election of parent governors open to candidates and voters who are disabled?
- ✓ Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- ✓ Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- ✓ Are procedures for the election of parent governors open to candidates and voters who are disabled?

DEFINING DISABILITY (Appendix 2)

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as being disabled. The DDA 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.’

The definition covers a much larger group of children than most people think.

A report from the Cabinet Office (2005) Improving the Life Chances of Disabled People, draws on estimates that suggest that about 772,000 children in the UK are disabled, equivalent to 7% of all children.

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.

Mental and physical impairments

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 pupil’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil’s ability to carry out normal day-to-day activities.

Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one 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.

Special educational needs and disability

Though the definition of disability comes from the DDA and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes 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.

IS TOM DISABLED? (Appendix 3)

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?

Mobility: getting to/ from school, moving about the school and/ or going on school visits?

Manual dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?

Physical co-ordination: washing or dressing, taking part in games and Physical Education?

Ability to lift, carry or otherwise move every day objects: carrying a full school bag or other fairly heavy items?

Continence: going to the toilet or controlling the need to go to the toilet?

Speech: communicating with others or understanding what others are saying; how they express themselves orally or in writing?

Hearing: hearing what people say in person or on a video, DVD, radio or tape recording?

Eyesight: ability to see clearly (with spectacles/ contact lenses where necessary), including any visual presentations in the classroom?

Memory or ability to concentrate, learn or understand: work in school including reading, writing, number work or understanding information?

Perception of the risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted, or is it likely to last, a year or more?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered 'yes' to questions 1 to 4, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

EXAMPLES OF GOOD PRACTICE (Appendix 4)

Good practice examples

- Promoting equality of opportunity between disabled people and other people.
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
 - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.

- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
 - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
 - By awareness raising and staff training;
 - By keeping a watchful eye on the impact of policies;
 - Reviewing and adjusting policies;
 - Raising expectations;
 - Improving communication.

- Promoting positive attitudes towards disabled people
 - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
 - Ensure that disability is represented in posters, collages, displays and learning materials.
 - By staff modelling respectful attitudes to disabled pupils, staff and parents;
 - By ensuring representation of disabled people in senior responsible and representative roles in the school;
 - Through positive images in school books and other materials.

- Encouraging participation in public life by disabled people.
 - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.
 - Disabled pupils, staff and parents will be encouraged to participate where:
 - They see their disabled peers included and succeeding in the life of the school.

- Eliminating harassment
 - Raise awareness amongst staff and pupils of disability-related harassment;
 - Understand the nature and prevalence of bullying and harassment;
 - Recognise and address bullying and harassment;
 - Involve pupils themselves in combating bullying;
 - Ensure that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed.

Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Often these steps may look very much like reasonable adjustments, but the main focus is likely to be on policy rather than the individual pupil, member of staff or individual parent.

Action might include:

- Additional coaching or training for disabled pupils, staff or parents;
- Special facilities for disabled pupils at breaks and lunchtimes;
- A policy of interviewing all disabled applicants who meet the minimum requirements for a job.

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