



## St Anne's Primary School

### Disability Equality Scheme

Reviewed January 2017 Inclusion Committee/FGB (Scheduled review date Jan 2020)

#### Introduction

The school is committed to ensuring equal treatment to all its employees, pupils 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. We also firmly believe that **'Every Child Matters'**.

The school will not tolerate discrimination or harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

Under the Equalities Act (2010) The school must not:

- Discriminate against any pupil or prospective pupil because of their disability, race, sex, gender reassignment, religion or belief or sexual orientation;
- Harass or victimise a pupil or prospective pupil

The school will not discriminate against a person in relation to the following activities:

- Admission to the school;
- The provision of education to pupils;
- Access to any benefit, facility or service
- Exclusion from school;
- By subjecting the pupil to any other detriment.

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

## Definition of disability

A disabled person is someone who has a **physical or mental impairment** that has a substantial or **long term** adverse effect on his or her ability to carry out **normal day to day activities**.

- **A physical or mental impairment** includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.
- **Long Term** means an impairment that has lasted at least 12 months or is expected to last at least 12 months.
- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eye sight, memory or ability to concentrate, learn or understand perception or the risk of physical danger.

## The single public sector equality duty

We will actively seek to:

- promote and advance equality of opportunity between disabled persons and other persons
- eliminate discrimination, harassment and victimisation of disabled persons that is related to their disabilities
- promote positive attitudes towards and foster good relations with 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.

All of the above will provide better outcomes for pupils' with disabilities.

## **How we will meet the Single Public Sector Equality Duty in relation to disability**

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 single public sector equality duty i.e. to produce a Disability Equality Scheme for our school.

The framework is broken down into 6 main areas

- Promoting equality of opportunity
- Eliminating Discrimination
- Eliminating Harassment
- Promoting positive attitudes
- Encouraging participation in public life
- Taking steps to meet disabled peoples' needs, even if this requires more favourable treatment.

In order to meet these, the school has created an Accessibility Plan (Appendix A). These are the actions that will be taken in the next three years to promote disability equality. This plan will run in conjunction with the School Development Plan and Buildings Development Plan and will be subject to revision and amendment at the end of the three year period. Further to this, an Inclusion Group of staff and governors meets every half term to consider the needs of disabled school users and to ensure that the DES's actions are implemented in an appropriate and timely fashion. Where an action is to gather information, the inclusion group will ensure that this information is fully analysed and any necessary actions are taken to address any issues found.

### **Involvement of Disabled pupils, staff and parents**

In developing this scheme the school have consulted with/ and will continue to consult with the following:

Parents – A meeting was held to encourage parents with a disability or parents of children with a disability to raise issues and recommend improvements that could be made in the way the school provides for disabled parents and children. This meeting was publicised in at least 2 school newsletters. Follow up meetings to monitor progress on actions raised at this meeting have been scheduled and the actions have been included in the Accessibility Plan (appendix A). Furthermore, a specific email account for inclusion issues will be set to allow parents to communicate directly with the SENCo. The email address has been publicised in the school newsletter and on the school website.

Governors – Governors have been involved in setting up an Inclusion committee and information of these meetings are fed back at meetings of the full governing body, where other governors are encouraged to have input.

The school appreciates that in endeavouring to gather full and accurate information to support the development and monitoring of this policy the following considerations will need to be taken into account.

- Reassuring pupils, staff and parents about confidentiality
- Ensuring that the ethos of the school is conducive to trust and openness
- Emphasising how information may lead to beneficial adjustment being made

### **Reasonable Adjustments**

The Equalities Act (2010) 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 non - disabled peers. This may involve treating disabled pupils 'more favourably' than non-disabled pupils. The duty contains three requirements:

- Changing the provisions, criteria and practices in order to include a pupil with a disability.
- Making changes to overcome barriers created by the physical features of the premises;
- Providing additional auxiliary aids and services

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 pupils and 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. In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- The extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- The practicality of the adjustment
- The availability of financial assistance
- The financial burden of making the adjustment
- The size of the school

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 of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils
- disabled governors, parents, staff, and visitors feel able to fully participate and contribute to school life

### **Information gathering to support monitoring and review**

The school recognises the needs to collect data to help monitor the impact of its policies. Data collected with reference to this policy will include information on:

- Pupil Achievement, data analysis, pupil progress meetings, SEN surgeries, IEP reviews
- Learning Opportunities - i.e. take up of courses/external visits
- Exclusions
- Social Relationships
- Employment data
- Communication with pupils, parents, staff and users of the school

The policy and scheme will be published on the school web site and be made available on request. The Governors' Finance and Resources Committee will review progress on an annual basis and details will be recorded in the minutes. There will be a more formal evaluation at the end of the 3 year cycle.

## Appendix A - Accessibility Plan

This plan will ensure we deliver the changes required by any member of St Anne's CE Primary School community with a disability,  
Taking steps to meet disabled peoples' needs – Information Gathering and Implementation of DES

Target	Strategies and examples	Outcome
To ensure that pupils with a disability are treated as favourably as those without a disability	Review and where appropriate update the policies for Behaviour, Anti Bullying, Equality, SEN, PHSE and Teaching and Learning to consider the needs of those with a disability	The needs of those with a disability are considered in everything the school does.
To ensure that all members of the school community are aware of the disability access plan and are able to make contributions going forward	<p>The Disability Equality Scheme and Accessibility Plan should be available on the web site and in any other requested format.</p> <p>The school newsletter and website should be used to encourage everyone to access the plan.</p> <p>Inset time should be used to make all staff members aware of the existence of this plan and to provide training to staff in dealing with children with a disability.</p> <p>Review School starter 'pack' information to include DES information. Ensure SQs welcome speech references DES.</p> <p>At a full governor's meeting, an agenda item should be included to make them aware of this DES and report on progress with regard to implementing this plan.</p>	The disability equality scheme and accessibility plan is used by the whole school community.
To ensure that the school management is aware of any issues faced by disabled pupils	Review attainment and achievement data, attendance data, exclusion data, pupil attitude surveys and behaviour and bullying records to identify areas where those with disabilities are disadvantaged.	Children with a disability 'enjoy and achieve' at school.
To ensure that individuals with a disability are given appropriate levels of support.	<p>To offer pupils with a disability mentoring sessions; to allow them to explain the difficulties they experience within school life and to help them overcome these.</p> <p>Staff should seek feedback from parents as to any changes required by St Anne's CE Primary School to better support members of the family with a disability.</p> <p>During reviews, staff members with a disability should be made aware of this plan and</p>	All members of the school community are supported.

	encouraged to raise issues and make recommendations for improvements in school life.	
Ensure that staff members with a disability are supported and the school makes reasonable adjustments to allow them to work effectively.	Recruitment, developments and retention information should be analysed to ensure that there are no signs that staff members with a disability are disadvantaged in any way.	The school is an 'Equal Opportunity' employer
Ensure that all information and feedback from the strategies above is used to improve the school.	<p>All information gathered in the steps above should be documented and form part of the annual review of this policy. A major review should take place every three years.</p> <p>The SEN committee will monitor and review policies and matters relating to disabilities and SEN on a termly basis. SLT/SENCo should have an agenda item at each meeting to check that the actions in this plan are being progressed.</p> <p>Incorporate question in the annual parental survey to measure how well parents feels that disability issues are dealt with at St Anne's. Parent questionnaire Feb 2011</p>	The Disability Equality Scheme is successfully implemented.

Improving access to the curriculum and other school information

Target	Strategies	Outcome
To review, plan and implement the steps needed to make the curriculum and extra-curricular activities accessible to all pupils	<p>Review whether our current curriculum plans are inclusive for all pupils and make changes where appropriate.</p> <p>Review how extra curriculum activities could be made inclusive for all pupils and make adaptations when necessary.</p>	Delivery of Personalised Learning
To provide information to pupils and parents in an appropriate format.	The school will make use of the expertise provided by the LA and other experts to provide information in an appropriate format for those with disabilities	Information is available to all irrespective of their disability

Ensuring the whole school is able to meet the needs of individuals with a disability

Target	Strategies	Outcome
All staff should understand the needs of individuals with a disability	Ensure important information is passed onto enable easy move to next year group. This is through meeting times and 'Key Information forms' particularly for the use of supporting staff. These forms should be held centrally in the staff room and a copy should be kept in the class register.	All members of staff should be aware of the needs of individual children who they teach and supervise.
To ensure that all pupils consider the needs of individuals with a disability	Review and update the PSHE curriculum to promote disability equality.  Incorporate 'disability' and valuing diversity into assemblies.	St Anne's promotes a positive attitude to disability and eliminates discrimination and harassment within the school community.

Physical Improvements to the environment

Target	Strategies	Outcome
To ensure full access to all areas for pupils with a disability.	Identify where we have needs to enhance the physical environment for children, staff, parents or governors.	A school environment that fulfils the needs of all
To optimise the learning environment for children with sensory impairment	To discuss with parents and organisations concerned with these disabilities of simple ways to improve the classroom environment for those with a visual disability. Investigate an induction loop as required and improve acoustic insulation and resonance.	A good learning environment for those with visual disabilities. Access the audibly impaired to allow them to improve concentration, learning and enjoyment.
To review the safety of the school grounds and play surfaces to increase safety for all children.	To ensure that the playground considers the needs of the visually impaired and children with other disabilities	Accessibility to all areas for all children