

Slaithwaite CE J & I School



Disability Equality Scheme (including action plan)

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Introduction

Slaithwaite C.E Primary School welcomes its general responsibilities under the new Disability Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This Scheme 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.

School Ethos, Vision & Values

At Slaithwaite C.E Primary we are 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 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.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says 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. Please see our school's Disability Equality Scheme.

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'. According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if 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 and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.

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. This is the case in our school.

How Disabled People have been Involved in the Scheme

Slaithwaite C.E School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

Disabled pupils:

We have identified our disabled pupils

We have organised activities/talk groups for our disabled children to ensure that we listen to their views in informal settings.

We have listened to views through our collective worship and through teaching and learning in classrooms.

Key issues identified by our pupils are included in our School Development planning, School Council plans, action plans and by individual classteachers.

Disabled staff:

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them.

We talk to staff through induction, regular meetings and on a one-one basis. Adaptations and changes are then made as required. Key issues are then included in School Development planning and considered by Governors.

Disabled parents/carers:

We have given all parents/carers opportunities through questionnaires, newsletters and at meetings opportunities to identify any barriers and how we can improve the way we meet their needs. Views are then considered and incorporated into School development plans.

Disabled members of the local community:

We consult community members through discussion and incorporate their views into School Development plans and action planning.

How we have gathered information on the effect of our policies and practices on disabled people.

We recognise that our policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- on the educational opportunities available to and the achievements of disabled pupils.

We acknowledge 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 relation to both employment and the delivery of our services. The processes we use for gathering information will include:

Pupil Achievement:

We monitor each term the progress of our identified groups and report to parents on this.

Learning Opportunities:

We link with High schools, work placements such as Kirklees and Calderdale carers and monitor progress. We set targets on IEP's and through Investors in Pupils for all children. These are passed to parents and progress reported on a regular basis.

Admissions, Transitions, Exclusions:

We meet parents when admitting children and have a discussion about additional needs. On transition we always discuss additional needs and adaptations if required. Exclusion figures are monitored and reports given to the Governing body.

Social Relationships:

All social relationships in school are monitored through the Behaviour policy and by all staff. Improvements and changes are recorded on IEP's and in end of term and yearly reports.

Employing, Promoting and Training Disabled Staff:

The school follows all L.A procedures for the appointment of new staff. Training and professional development programmes are planned to accommodate school and wherever possible individual needs.

How we will assess the impact of our policies?

The school assesses the impact of policy on a regular basis; this is done through discussion, feedback at meetings, through questionnaires and reviewing of policies. Analysis is then undertaken by staff and action plans put into place. All stakeholders are consulted on a regular basis.

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.

Our Action Plan

We have produced a disability equality action plan(called Accessibility Action Plan) to ensure that we fulfil our general and specific duties under the Disability Equality Duty. This is reviewed on an annual basis or as required.

Our existing accessibility plan outlines the steps we are taking to improve:

- curriculum access
- provision of information to disabled pupils
- physical access

We have now incorporated this plan into our overall Disability Equality Scheme action plan.

Reporting

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

We will ensure that disabled people are involved in this process. This analysis is to be found on our Accessibility action plan.

(This annual report is incorporated into our school prospectus, school development plan and reported to governors).

Revisiting 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 issues identified through our impact assessment and included in our annual reports.

Review Date November 2017

Senior Member of Staff Responsible Mrs. E. Bradley and Chair of Governors

Designated Member of Staff Mrs. E. Bradley

Governor Responsible Ms. P. Wood

**AREAS THAT MAY NEED TO BE IDENTIFIED IN THE ACTION PLAN
(DEE: Implementing the Duty to promote Disability Equality)**

Curriculum

The school curriculum is reviewed every year and through teaching and learning (which includes a comprehensive P.S.H.E programme) we ensure that disability and equality are studied by all age groups.

Behaviour and Exclusions:

The behaviour policy is reviewed annually and is reasonably adjusted to include all children.

Teaching and Learning:

All staff are aware of the school Inclusion policy and apply it in their planning and teaching. There is regular planning time for all staff to meet together to discuss individual children's needs and plan accordingly.

Data Collection, Monitoring and Assessment:

All children are identified on the school data basis and progress is closely monitored for all children. This is done on a regular basis and reports given to all stakeholders with responsibility for that child.

Lettings and Use of Building by the Community:

The school follows L.A procedures for the letting of the building. All capital projects are fully inclusive to meet the needs of all disabilities.

Lunchtime, After School Clubs and Educational Visits:

All of the above are fully inclusive at our school.

Medical and Personal Care Needs:

All medical needs are met through our school Medical policy which is reviewed on a regular basis.

Health and Safety:

School health and Safety procedures are fully inclusive. Care plans are in place where required.

Participation and Engagement

All children and adults are included in everything at our school. We have disabled representatives on School Council and all children are encouraged to take up positions of responsibility. All governors are aware of their responsibility to promote equality at all levels-this is discussed at full governors meetings.

Eliminating Harassment and Bullying

We will review our policies to ensure that they include reference to disability.

Employment

The school office keeps a record of staff in school and this is monitored annually by the Headteacher or as and when appropriate. No penalties are given for additional "time off" for disabilities.

The Governing Body

All parents and carers are consulted on a regular basis, through newsletters, questionnaires, discussion at meetings and informally. Parent views are analysed by parent governors and incorporated into school plans. Our recruitment of school governors is inclusive.

Contractors & Procurement

School catering service supports the school in all aspects of food allergy. The school follows L.A procedure when using contractors



SLAITHWAITE CE J&I SCHOOL DISIBILITY EQUALITY SCHEME ACTION PLAN

Target	Action Needed	Responsible Person (s)	Timescale	Available Resources	Measurable Impact	Arrangements for Monitoring and Evaluation
Ensure that curriculum content raises equality issues	Collective worship reviewed. Curriculum & PSHE reviewed. Resources gathered - new purchased	Head & All staff	Sept 16 onwards	Books Internet Espresso PSHE resources	Talking to children & looking at work	All Staff Staff meetings Worship file
Ensure Behaviour and Anti Bullying policy is reasonably adjusted	Review Policy	Governor PSHE Co-ordinator	Sept 16	-	Policy Adjusted	Governors to monitor through HT report
Teaching and learning reflects equality	Checking Teachers planning	Head	Ongoing	-	Planning is inclusive	Head SCO to monitor

Disabled pupils tracked and monitored	SEND review dates met. IEP's are effective - objectives met	Senco All Staff	Each half term	-	Progress made by pupils. Needs of individuals met.	Head SEN Governor
Anti-bullying policy is inclusive	Review Policy	PSHE Co-ordinator	Each Term	-	Policy reviewed	Governors to monitor
All new build & existing build takes account of disabled needs	Ensure DDA requirements are met	Governors Premises committee	Ongoing	Capital Funding	Governors & LA to monitor & improve where necessary	