DISABILITY EQUALITY SCHEME

Reviewed September 2014
Related Documents:
SEND & Inclusion Policy, ICT Policy, Admissions Policy,
Safeguarding & Child Protection Policy

School name: Sacred Heart Catholic Primary School

3 year period of the plan: September 2014 – September 2017

1. Vision, Values and Ethos

Sacred Heart is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve disabled people in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/ her potential and feel valued as an individual who can contribute to the life of our school and society in general.

We promote:

- pupil self-confidence so that each pupil develops a sense of personal worth and is confident in his/her ability to succeed.
- positive relationships to help pupils develop good relations with others, based on mutual respect and consideration, and an understanding of, and a tolerance towards various races, religions and cultures.
- co-operation to develop the abilities of pupils to contribute as members of groups and recognising their responsibilities.
- self-discipline so that pupils understand the need for high standards of behaviour and to develop responsibility towards people and property.

2. The legal context

The 1995 Disability Discrimination Act (DDA) introduced a duty, which applies to all schools, which sets out a general duty to promote disability and a specific duty to publish a disability equality scheme.   It requires schools to be more proactive in their approach to promoting disability equality and eliminating discrimination. Our definition of disability defines a disabled person as someone who has:

> *'a physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'*

This definition covers 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 only if the effect is on a person's ability to carry out normal day-to-day activities. *See Appendix D for a list of impairments that would affect normal day-to-day activities.*

The duty puts greater focus on approaches to policy development and management of issues in relation to disability.

Part 4 of the DDA requires that the governing body increase access to education for disabled pupils. Our school has produced, with this scheme, an Accessibility Plan, which identifies actions based on our self-evaluation that will promote opportunities for participating in the curriculum; accessing the building and services and delivery of information to pupils and adults. *See Appendices A, C, D and E.*

3. Involvement of pupils, staff, parents / carers, governors, agencies and service providers

The responsibility for implementing this policy is taken by the Governors of the Curriculum and Safeguarding Committee. A working group representing the views of disabled people will fulfil our statutory duty to involve disabled people in the production of this disability equality scheme (DES). This group consists of P Naughton (Headteacher & SENCO); Leanne Barker (Assistant Headteacher); Liz Knox (Learning Support Assistant); Monica Parker (Chair of Governors); Clare Hagan (Governor); Clare Iles (Parent).

Pupils in our school, including our school council, have provided their views to the group on accessibility issues and the school provision. *See Appendix B.* From the Annual Review of pupil statements we collate pupil and parent views to inform our scheme. Through respectful relationships with disabled pupils we acknowledge their feelings and respond to their views.

Where we have disabled staff, parents / carers and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments.

We will seek to record views of external agencies, voluntary groups and services we procure to inform our disability equality scheme and make any necessary adjustments.

An annual report, identifying priorities for school action, will be provided by the working group and passed on to the governing body

4. Information Gathering in relation to the recruitment, development and retention of disabled employees

Sacred Heart will follow local authority guidance on the collection of information on disabled employees and the recruitment of new staff. The local authority human resources database has a record of those staff that have indicated whether they have a disability. Other information in school will be analysed to ensure that there is no discriminatory practice and will take into account the following: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff that voluntarily provides information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the local authority agreed policies on sickness and returning to work. Our school would seek to contact the 'Access to work' scheme to explore possible support to staff if required during their employment.

5. The educational opportunities available to, and achievements of, disabled pupils

The school maintains a pupil tracking system, which provides current data on pupil attainment and achievement. This system also provides specific information on pupil disability and attainment. Pupils with a disability will be registered on admission to Sacred

Heart. Information will be collected through the transfer of records from previous schools, the local authority and parents / carers to ascertain pupil needs and levels of attainment and achievement in order that consideration is given to provision and access to curriculum. Further detail is available in our school's SEND and Inclusion and Admissions Policies.

In order that pupils have full access to the curriculum the school will prioritise aspects of the school Accessibility Plan so that pupils with a disability are ensured greater participation in the curriculum.

Consideration will be given to the management of pupils with medical needs and their care plans to access the curriculum.

The following questions would be considered to identify priorities:

- Are there areas of the curriculum to which a disabled pupil has limited or no access?
- Are pupils fully participating in extra-curricular activities?
- How are we addressing those areas of the school building that are not accessible to disabled pupils, staff or others?
- What forms of communication can we provide for pupils and adults?
- Does our written information allow greater access to the curriculum and information on our school?
- Are we monitoring policies and practice? e.g. administration of medicines, staff development on inclusion areas, incidents that may affect disabled pupils

   Further questions are in Appendix C& E.

6. Impact, reviewing and reporting our scheme

The scheme will be monitored by the governing body and will be reviewed annually with the SEND and Inclusion policy and Accessibility Plan. The review of the scheme will cover:

- Information on attainment and achievement for those pupils with a disability.
- Current pupils, staffing and others who are registered with a disability.
- A record of the progress made against the school Accessibility Plan.
- Adjustments that are to be considered in the school SEN policy which would cover staffing and provision.
- Priorities that would be included in the school's SEF and improvement plan.

Governors receive an annual report on the school's DES. A summary of the scheme priorities are in the school prospectus and on our website. *See Appendix C for further questions that may be used by the governing body to assess the quality of the scheme.*

Appendices

Appendix A   Accessibility Plan and Disability Equality Scheme Activities

Appendix B   Pupil Views

Appendix C   The Disability Equality Duty and the Governing Body (GB)

Appendix D   The DDA definition of disability

Appendix E   Questions to support the Accessibility Plan

Appendix A

Accessibility Plan
& Disability Equality Scheme Activities

School: Sacred Heart Catholic Primary School   **Date: September 2010**

Activities	Resources	Date to be achieved by	Responsible	Outcomes
1. Leading and monitoring the disability equality scheme				
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them	Staff meetings Governing Body meetings	Ongoing	Governing Body Head Teacher All staff	All policies reflect our school's vision and values and will be relevant and current
To ensure that it is part of the Governing Body meeting structure. This will be an agenda item	Meeting Room	November 2014 & March 2015 (LGB annual meeting	Head Teacher	The premises, Health & Safety will identify clear improvements and developments
Establish the disability working group to ascertain views of disabled people. Identify key actions and promote greater involvement in school life.	Form new Disability Working Group.	April 2015	Governing body/ Working group	Working group established to ascertain views of disabled people. Identify key actions and promote greater involvement in school life.
Review and update the school accessibility plan	Governing Body Working Group meetings	January 2015	Governing body/ Working group	Review carried out
Monitor and review DES on an annual basis	Working Group meeting Staff meeting Governing Body meeting	Spring term annually	Governing Body Head Teacher	Review carried out annually
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Staff meeting Update SIMS Pupils' views survey	October 2014 October 2014 January 2015	School Administrator Governing Body Head Teacher	Database accurate
Ensure accurate information held in SIMS	Time during staff meeting to identify all disabilities	October 2014 (Yearly data check)	School Administrator Head Teacher	All school staff have up-to-date information
Ensure staff are able to meet identified needs	CPD arranged	Ongoing	Head Teacher	All staff can meet the needs of the children in their class

2	**Promoting curriculum access for disabled pupils and adults**				
Pupils with disabilities can access ICT	Carry out access audit New update laptops Autumn 2014	Ongoing	Class Teachers Head Teacher STM ICT Co-ordinator	All children and adults can access the full range of ICT	
School visits are made accessible to all pupils irrespective of attainment and impairment	Risk assessments Pre visit visits	Ongoing	Governing Body Head Teacher Teaching staff	All children access all visits	
Pupils with disabilities are encouraged to take part in music, drama and physical activities	All activities accessible Risk assessments	Ongoing	Governing Body Head Teacher Teaching staff	All children able to access music, drama and physical activities	
Pupils with disabilities can access the curriculum with quality resources to aid and scaffold their learning.	SENCO Advice, Advice from LA SENIT. Purchase resources where needed	Ongoing	SLT/SENDCo/ subject leaders/teachers	Pupils with disabilities can access all learning and make at least expected progress.	
Arrange for interpreters to enable all stakeholders to access all facilities	Class teachers to arrange interpreters where necessary	Ongoing	Governing Body Head Teacher Teaching staff	All stakeholder access all areas of school life	
3	**Improving the quality of information for and about disabled pupils and adults**				
Provide information in a variety of formats, including a SEND Information Report available through the LA Local Offer and School Website.	Needs identified on entry	Ongoing	School Administrator Head Teacher	All able to access information from school New school website designed February 2015	
Ensure that parents / carers who have a disability can receive information and reports by an alternative method	Needs identified on entry	Ongoing	School Administrator Head Teacher All Staff	All able to access information from school	
4	**Improving the physical environment of the school and its services**				
Ensure that pupils in wheelchairs can move around the school without experiencing barriers	Keep ramps clear and ensure external ramps are gritted in winter Ensure classrooms have clear access between different areas	Ongoing	Head Teacher / SLT / Caretaker	Pupils in wheelchairs can move around the school and classroom without experiencing barriers	
Provide pathways to travel around the site	Repair any damage to paths	Ongoing	Head Teacher / SLT / Caretaker	All able to travel around the site	
Ensure Emergency Evacuation covers pupils and adults with a disability	Monitor time during evacuation drills	Termly	SLT/ Governing body/ Working group	Emergency Evacuation covers pupils and adults with a disability	

Appendix B

Pupil Views on 'Meeting My Needs'

Name: **Date:**

This is how I feel about:

Getting to school	☺	😐	☹
Being at school	☺	😐	☹
My classroom	☺	😐	☹
Sitting with my teacher	☺	😐	☹
Getting help from my teacher	☺	😐	☹
Working on my own	☺	😐	☹
Working in a group	☺	😐	☹
Listening to the teacher	☺	😐	☹
Pupils who talk too much	☺	😐	☹

I think:

	Yes	Sometimes	No
My teacher explains well when I am stuck			
I get help when I ask			
My school cares about me			
I have friends at school			

I like:

Using the computer	☺	😐	☹
Writing	☺	😐	☹
Reading	☺	😐	☹
Number/Maths	☺	😐	☹

'Meeting my needs' - Additional Questions

Question	Comment
1 You have additional support separate from your fellow classmates (e.g. in the library). How do you feel about this? Do you feel you miss much that has gone on in class without you? Do you feel you are learning more this way? How can we do things better?	
2 Are there things in school you would like to do but don't get the chance to do? What are they, and why don't you get the chance? What can the school do to help you in this?	
3 Have you had any difficulties with getting around the school for your lessons? If so what were they?	
4 Do you use equipment or aids in lessons to help you and are there any difficulties?	
5 Can you suggest how your lessons could be improved for you? For example, in helping you listen, read, write, do games, play or go on visits.	

The Disability Equality Duty and the Governing Body (GB)

Questions the governing body may want to ask itself as re responsible body for the school

1   Duties to disabled pupils, staff and parents / carers

	Yes	No	Evidence
Does the GB receive reports on how the school is meeting its duties in relation to: • Disabled pupils? • Disabled staff? • Disabled parents, carers, governors, other disabled people who use the school?			

2   Disability equality duty: General duty

Does the GB have regard to the need to: • Promote equality of opportunity for disabled people? • Eliminate disability discrimination? • Eliminate disability-related harassment? • Promote positive attitudes towards disabled people? • Encourage participation by disabled people in public life? • Take steps to meet disabled people's needs, even if this requires more favourable treatment?			

3   Disability equality duty: Specific duty

Does the school have a disability equality scheme?			
Did the school involve disabled people (pupils, staff, parents / carers) in the development of the scheme?			
Does the school's scheme show: • How disabled people have been involved? • How information is gathered on the effect of the school's policies on: - recruitment, retention of disabled staff? - Opportunities for achievements of disabled pupils? • How the school assesses the impact of policies, current or proposed, on disability equality? • The steps it is going to take to meet the general duty (the school's action plan)? • How information will be used to support the review of the action plan and inform subsequent schemes?			
Did the school implement the actions in the scheme within three years?			
Does the GB: • Report on its scheme annually? • Review and revise its scheme every three years?			

Appendix D

The DDA definition of disability

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.'

Definition of the terms:

- **a physical impairment includes sensory impairments**
- **mental impairment includes learning difficulties and impairment resulting from, or consisting of, mental illness**
- **substantial means more than minor or trivial; and
long–term is defined as 12 months or more.**

Things that would affect day-to-day activities:

- **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**

Appendix E

Questions to support the Accessibility Plan

Identifying Barriers to Access – Curriculum

1   Are teachers and support staff receiving training to teach and support disabled pupils?
2   Are classrooms optimally organised for disabled pupils?
3   Do lessons provide opportunities for all pupils to achieve?
4   Are lessons responsive to pupil diversity?
5   Do lessons involve work to be done by individuals, pairs, groups and the whole class?
6   Are all pupils encouraged to take part in music, drama and physical activities?
7   Do staff recognise and allow for the mental effort expended by able and disabled pupils, for example using lip reading?
8   Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?
9   Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?
10   Is there access to appropriate computer technology for pupils with disabilities?
11   Are school visits made accessible to all pupils irrespective of attainment or impairment?
12   Are there high expectations of all pupils?
13   Do staff seek to remove all barriers to learning and participation?

Identifying Barriers to Access – Premises

1   Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?
2   Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?
3   Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?
4   Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
5   Are non-visual guides used, to assist people to use buildings, i.e. lifts with tactile buttons?
6   Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

7   Are areas to which pupils should have access well lit?
8   Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
9   Is furniture and equipment selected, adjusted and located appropriately?
10   Is the equipment in the disabled toilet properly installed and accessible?

Identifying Barriers to Access – Personnel, Governors and Parents/ Carers

1   Are teachers, administration and support staff aware of the implications for them of the Disability Discrimination Act?
2   Does the school provide information in simple language, symbols, large print, an audio tape or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information?
3   Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud and explaining diagrams?
4   Does the school have facilities such as ICT to produce written information in different formats?
5   Are staff familiar with technology and practices developed to assist people with disabilities?
6   Are pre-school home visits used effectively to plan ahead for pupils with disability?
7   Do staff have access to training?
8   Do policies reflect the school's aim?