



CROSCOMBE AND STOKE ST MICHAEL PRIMARY FEDERATION DISABILITY EQUALITY SCHEME

Croscombe is a Church of England Primary School and this policy has been written with reference to its Christian foundation.

Our Duties and the role of the Governing Body

The General Duty requires that every public authority should:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of disabled people that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled people in public life; and
- Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people

Public bodies are required to comply with the Specific Duties which are:

- To publish a Disability Equality Scheme (DES) which includes a three year Action Plan
- To involve disabled people in the development of the DES
- To take the steps set out in the Action Plan (unless it is unreasonable or impracticable to do so)
- To publish an annual report on progress with the Action Plan Under Part 5A of the Disability and Discrimination Act (DDA), governing bodies are required to:
- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying Action Plan set out how the governing body of our federation will promote equality of opportunity for young people and adults.

Duties in Part 4 of the DDA require the governing body to increase access to education for disabled children in 3 ways:

- increasing the extent to which disabled children can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services;
- improving the delivery to disabled children of information which is provided in writing for children who are not disabled.

Accessibility Plan

The school's accessibility plan outlines the school's vision and values for improving children's access to the curriculum, to the environment and to information provided by the school.

What do we understand by "disability"?

In our Federation we promote disability equality and prepare all our young people for life in a diverse society. We use the term 'disabled' to refer to 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.'

We do not interchange the term disabled with the phrase special educational needs although we appreciate that many pupils with SEN will also have disabilities (see Appendix 1).

We use the DDA definition of impairment to include hidden impairments such as severe dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- 'physical impairment' which includes sensory impairment;
- 'mental impairment' which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

We believe that an impairment does not of itself mean that a child is disabled. It is the effect on the child's ability to carry out normal day-to-day activities that has to be considered. In relation to normal day-to-day activity the test of whether an impairment affects normal day-to-day activity is whether 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;
- perception of risk of physical danger

We recognize that individual cases need to be judged and responded to.

The core value of our Federation in relation to disability is to actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards 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.
(Public Sector Equality Equality Duty)

Building

Our school building is all on one level.

There is ramp access into the school and 1 disabled toilet..

Gathering Information

Information is gathered from a variety of sources:

- Parental info
- medical registers
- SEN register
- questionnaires
- School Performance Data
- School admissions data
- attendance data
- data related to participation in extra curricular and residential visits

To meet the Disability Equality Duty, it is essential that we monitor aspects of school and preschool life to identify whether there is an adverse impact on children with disabilities.

The school monitors its provision in the following areas and pays regard to:

- The role of a school and preschool as a service provider – to meet the needs of the 'customer'
- Contact with parents and carers – paying due regard to any parents
- who cannot read newsletters and other communication
- Open evenings, concerts – we ensure that there is access to all activities for any disabled friends or family

Assessing the impact of school policies

In order to ensure that action is taken to meet the Disability Equality Duty,

Our Federation preschool will review all policies on a rolling programme as highlighted in the school's action plan and will take into account views gathered from all stakeholders, including those with disabilities, in assessing the impact of policies

Meeting the six duties

In our Federation we aim to meet the requirements of the 6 duties through:

1. Promoting equality of opportunity
 - by awareness raising and staff training;
 - by keeping a watchful eye on the impact of policies;
 - reviewing and adjusting policies;
 - raising expectations;
 - Improving communication.
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning
 - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
2. Eliminating harassment and bullying
 - raising awareness amongst staff and pupils of disability-related harassment;
 - understanding the nature and prevalence of bullying and harassment;
 - recognising and addressing bullying and harassment;
 - involving pupils themselves in combating bullying;
 - reviewing school anti –bullying policy and procedures
 - ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
 - the use of SEAL materials;
 - 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 children.
3. Promoting positive attitudes
 - by staff modelling respectful attitudes to anyone disabled and
 - by challenging negativity;
 - through the curriculum – SEAL/PSHE/RE;
 - through positive images in school books and other materials;
 - ensure that disability is represented in posters, collages, displays and learning materials;
 - celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week;
 - looking for opportunities to invite disabled members of the community/organisations to talk to the children.
4. Encouraging participation in public life
 - there are positive images of disabled people participating.
5. Taking steps to meet disabled people's needs, even if this requires more favourable treatment
 - 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.
6. Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Our Federation has drawn up an Action Plan which outlines how the requirements of the DDA 2005 will be met. (See Appendix 1)

Action Plan

Our Action Plan forms part of our Disability Equality Scheme and shows what we intend to do over the next three years to meet the needs of our school community and our statutory duties. We recognise that in our changing population our plan will need to be reviewed annually and its impact measured.

Overall responsibility for the plan is taken by the Head Teacher and the Governing Body. The everyday implementation of the plan is the responsibility of the SENCo.

Monitoring and reporting

This action plan will be reviewed every year by the Governing body and steering group in consultation with stakeholders.

Details of how copies of the school's Disability Equality Policy can be obtained will be made available in the school prospectus and on the web site.



Appendices

Appendix 1: SEN and Disabled

To be added

Appendix 2: Check list for school staff and governors

Appendix 3: Summary of abbreviations

Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are 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?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- 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 as possible to pupils, staff and visitors to the school? 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 procedures for the election of parent governors open to candidates and voters who are disabled?

Summary of Abbreviations

ADHD Attention Hyperactivity Disorder

ASD Autistic Spectrum Disorder

BSL British Sign Language

DDA Disability and Discrimination Act

DES Disability Equality Scheme

DHT Deputy Head Teacher

HT Head Teacher

RE Religious Education

PSHE Personal, Social and Health education

SEAL Social and Emotional Aspects of Learning

SEN Special Educational Needs

SENCo Special Educational Needs Co-Ordinator

SLT Senior Leadership Team

TA Teaching Assistant

VOCA voice operated communication aid

Signed..... Headteacher

Signed..... Chair of Governors

Date of adoption: 2016

Date for review: