

DISABILITY EQUALITY SCHEME

ASTON ON TRENT PRIMARY SCHOOL

3-year period covered by the scheme: 2020 - 2023

Issue 8

Reviewed and Approved by Governors on 21 Sept 2020

Minute No:

This scheme has been impact assessed in the light of all other school policies.

Signed: _____
Governor

Print Name: _____

Date: _____

Signed: _____
Headteacher

Print Name: _____

Date: _____

Introduction

Duties under Part 5A of the DDA require the governing body to:

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

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

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

- 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 education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

1: Starting points

1.1: The purpose and direction of the school's scheme

The General Duty

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- 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.

Accessibility Plan Vision / Values – these are already well established in the school documentation.

Long Term

1. Curriculum – To examine the curriculum map for the school and identify accessibility to the curriculum and adjustments that are needed providing resources to ensure an inclusive curriculum.
2. Physical Environment – A number of adjustments as in the A.P. including installation of a visual alarm system and ramp access for Foundation Stage and Key Stage One.
3. Written Information – To build a bank of written materials as resources to allow children to access the curriculum in other ways and develop further links with outside agencies.

1.2: Involvement of disabled pupils, staff and parents

Involving disabled people is a requirement of a scheme and brings real benefits in terms of;

- Providing insights into the barriers faced by disabled pupils, staff and parents
- Developing expertise in identifying ways to overcome these barriers
- Improving working relationships between schools and disabled pupils, staff and parents. .

1.3: Information gathering

Aston on Trent Primary School defines Disability in line with the current definitions in the Disability Discriminations Act (DDA). This means that is this school we define Disability as:

‘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:

- ‘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.

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 person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on 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.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

In our school the following adjustments are made to support school users who have a disability:

- a) Specific MEPs/EHCP to support learning.
- b) One to one teaching assistant support.
- c) Additional communication with parents with regards to progress.

Our current disabled population is:

Disability	%
Mobility	0.5
Manual dexterity	0
Physical co-ordination	0.5
Continence	0.5
Ability to lift, carry or otherwise move everyday objects	0
Memory or ability to concentrate, learn or understand	3.5
Perception of risk of physical danger	3.5
Hearing Impairment	1
Visual Impairment	1

The table above shows our analysis of the Disabled population in our school. It shows:

- what % disabled pupils there are in the school;
- which impairment groups are represented in the school; and
- whether there are groups of disabled pupils who are not represented at the school.

This tells us there are a number of groups of disabled pupils who are not represented at the school.

Information Gathering Process for all schools users.

We have gathered information from a number of sources.

- We have surveyed all current pupils, parents, carers and users of the school to gain their views on current provision and future aspirations.

The information is needed to allow the school to plan for the future so that the needs of the local disabled community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.

In our school we look on the issue of someone not being able to access something because of a disability as being a problem with what is provided, not the person using the facility or accessing the provision, we would encourage people to make their needs known to us so that we can ensure that they do have full access.

This is our seventh Disability Equality Scheme and we need to continue with, one of the priorities for the action plan, i.e. to look at how we can keep this information up to date and involve members of the disabled community in the ongoing life of the plan. This will improve the quality of the information available when the plan is reviewed in three years time.

- We have also gathered information about recruitment, development and retention of disabled employees.

We have reflected on the respective responsibilities of the school and the local authority and we have ensured that we are able to collect information on new staff through the recruitment process by use of the questionnaire as part of the Disability Equality Scheme to inform our priorities for the next scheme.

We have discussed the need to have information on disability with current staff and have collected this information by use of the questionnaire.

We do not currently have any member of staff in school who considers themselves disabled.

Educational opportunities available to and the achievements of disabled pupils.

Information about disabled pupils which is already available to the school comes from a range of agencies including previous School Health settings, Educational Psychology Service, Behaviour Support Service, Doctors and Paediatricians, Speech and Language Support Service, Hearing Impaired Support Service, School Health Nurses Service, Parents, pupils, and finally, the admissions process.

Using the understanding of which pupils may count as disabled which we have established earlier in the scheme we have analysed this data against:

- the presence;
- participation; and
- achievements of disabled pupils.

We will gather information on disability through the admissions process during the four induction sessions for Reception or during induction for starting other year groups, both verbally and by completing questionnaires.

Participation:

From the analysis of the information we have collected about the participation of disabled pupils we have decided on the following priorities for the Disability Equality Scheme.

Priority 1- Communication systems in place with regards to pupil progress.

Priority 2 – Adjustments made to the curriculum to ensure inclusive curriculum providing appropriate resources.

The achievements of disabled pupils

We have analysed the achievements of our disabled pupils against the same success criteria we use for all our pupils including:

- exams;
- accredited learning;
- end of key stage outcomes;
- comparative progress measured by the optional SATs;
- achievements in extra-curricular activities; and
- broader outcomes such as those set out in *Every Child Matters*.

From this analysis we have seen that our pupils participate in extra curricular activities and after school clubs. Progress is in line with their peers so currently no areas to address.

Information on disabled parents, carers and others using the school.

As part of our induction process we will ask about any disability or health condition with new parents and carers. It will be helpful if such communications emphasise the range of adjustments that can be made.

1.4: Impact assessment

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

The main mechanism by which our school will assess the impact of their current policies will be by bringing together:

- the issues identified through the involvement of disabled pupils, staff and parents; and
- the information that the school holds on the disabled pupils, staff and parents.

Over the lifetime of the scheme we will assess the impact of on disabled people of our current policies. We will involve disabled people in prioritising what is to be looked at first. Impact assessment will be incorporated into the school's planned review and revision of existing policies and into the process of developing new policies.

2: Identifying the main priorities for your school's scheme and deciding your actions.

The priorities for the school's scheme have been set in the light of:

- an examination of the information that the school has gathered; and

- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Priorities identified are about:

- improving information;
- Improving the involvement of disabled pupils, staff and parents.

The actions we will take to promote equality of opportunity will address the six elements of the general duty:

Promoting equality of opportunity

We are working proactively to make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils, through this we promote equality of opportunity for disabled pupils and to secure their participation in every aspect of school life. We have incorporated priorities from our accessibility plan into the scheme.

These are:

Priority 1- Communication with parents/carers with regards to pupil progress.

Priority 2 – Adjustments to the curriculum to ensure inclusive curriculum.

We have also added further priorities to add in respect of promoting equality of opportunity for:

disabled staff by providing opportunity for discussion and identifying necessary changes as part of the induction process.

disabled parents, carers and others who use the school by including this as part of the induction process of information gathering and actions to be taken.

Eliminating discrimination,

We are working proactively to eliminate discrimination, for example:

- by awareness raising and staff training;
- by keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- improving communication.

Eliminating harassment

We are working proactively to eliminate harassment.

We will;

- 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.

Promoting positive attitudes

We are working proactively to promote positive attitudes to disability, for example:

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by ensuring representation of disabled people in senior positions in the school;
- through positive images in school books and other materials.

Disabled pupils, staff and parents are encouraged to participate in school life:

- they see their disabled peers included and succeeding in the life of the school;
- disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.

We will ensure that the policies of the school and the climate of the school is designed to meet disabled pupils needs. We will give due consideration to the fact that in order to do this we may have to ensure that the disabled person receives more favourable treatment.

This has been achieved by:

- additional coaching or training for disabled pupils, staff or parents;
- special facilities and arrangements for disabled pupils at breaks and lunchtimes;

3: Making it happen

3.1: Implementation

In order to ensure that the scheme is effectively implemented we will ensure that:

- the scheme is supported by a detailed action plan; and
- the action plan is incorporated into a framework that has the oversight of the governing body, and that progress is checked.

The action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

The scheme will be linked to both the full School Improvement Plan and the Accessibility Plan to ensure that the scheme is reviewed on a regular basis by the governing body.

Evaluation

We will evaluate the effectiveness of this scheme and reflect this evaluation in our discussions with:

- their school improvement partner; and
- Ofsted, when the school is inspected.

3.2: Publication

The school's scheme is published as a separate document and is available from the school office.

This scheme was published in November 2016 and will be in operation until November 2019.

3.3: Reporting

We will report annually on:

- the progress we have made on our action plan; and
- the effect of what we have done.

The report on the scheme will be in an appendix of the school prospectus.

3.4: Reviewing and revising the scheme

As part of the review of the scheme, we will:

- revisit the information that was used to identify the priorities for the scheme; and

- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

Over time we will align our accessibility plan and our disability equality scheme so that we produce a new scheme and plan at the same time.

This ACTION PLAN picks up the Priorities Highlighted in Sections 1 and two of the DES and the Accessibility plan.

DES SECT	TARGET	ACTION	LEAD RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
Priority 1	Effective communication systems in place between school and parents with regards to pupil progress.	• Consultation with parents/carers. • Termly meetings established. • Daily record for pupil/parents	HT/ SENCO	• Parents informed of progress regularly. • Meetings established. • Improved communication systems in place.	Parent Questionnaire/ ongoing feedback in place.
Priority 2	Adaptations made to the curriculum to ensure inclusive curriculum providing appropriate resources.	• Head Teacher to meet with pupil/ parent/teacher/ teaching assistant • Adapt teaching strategies looking at preferred learning styles. • Timed activities/ tasks. • Set targets with pupils.	HT/ SENCO/ CLASS TEACHERS/ TA's	• Child engaged in learning for specific periods of time. • Children achieving personal targets. • Child accessing all aspects of the curriculum along with peers.	End of year results/ Individual tracker. Behaviour records. Review meetings. End of Year Reports.

DES SECT	TARGET	ACTION	LEAD RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
Priority 3	To develop improved facilities for access around the school and entering/exiting building	Look into accessibility aids (hand rails, ramps etc)	LK/CS/Govs/ LA	Children accessing all areas of school independently, where appropriate	Needs/ Adjustments identified. Action Plan in place.