

WOOLDEN HILL PRIMARY SCHOOL

DISABILITY EQUALITY SCHEME

Reviewed: November 2013

Ratified: 4th February 2014

Review date: November 2017

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 schools' plans to increase access to education for disabled pupils.

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

1.1.1 At Woolden Hill School, we are committed to establishing equality for all students, their parents, staff and other users of the school. This is reflected in our school aims, which state:

We provide a friendly safe and stimulating environment in which everyone can achieve their full potential physically, socially, intellectually and emotionally.

To achieve our vision we aim to provide an environment in which care, concern, respect and consideration is shown to everyone (regardless of gender, race, faith or disability).

1.1.2 The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995

- 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.

This scheme aims to set out how we will meet these general duties.

1.1.3 This scheme will complement our Accessibility Plan.

1.1.4 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young People, Staff and Parents

1.2.1 In preparing this scheme, disabled people were involved in the following ways:

- By including information from parental survey and pupil interviews.

1.2.2 In the longer term, disabled people will be involved in the following ways:

- *a consultative group with representation from disabled people will be involved in the review of all policies and procedures and the establishment of all new policies and procedures*
- *pupil admission forms give opportunity for disabled parents/carers to disclose their disability.*
- *pupil interviews and reviews as part of the normal review and monitoring and evaluation cycle are also used to identify any issues relating to a child or young person's disability*
- *disabled staff will be given the opportunity of regular meetings with their line manager to discuss how the school can best enable them to work*
- *children and young people with disabilities have regular reviews with their Teacher and SENCO to identify any perceived difficulties to make recommendations to the Head teacher as necessary.*

1.2.3 We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

1.2.4 When seeking the views of disabled people, we use their preferred means of communication.

1.3 Gathering Information

1.3.1 Disabled pupils and staff are identified through:

- Pupils-
 1. School admission forms
 2. Teacher assessments
 3. SENCO involvement
 4. Single Point of Access referrals
 5. Involvement of Specialist agencies
 6. Tracking records
 7. Analysis from SIMS
 8. Pupil attitude survey
 9. Behaviour and incident record forms
- Staff-
 1. SIMS, and self-declaration forms
 2. Equal opportunity forms
 3. SIMS, return to work interviews
 4. SIMS, performance management interviews

Data protection legislation will be observed in sharing this information.

1.3.2 Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

1.3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

1.3.4 The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

1.3.5 The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of disabled users in community activities.

1.3.6 Information on staff will be taken into account in respect of the representation of disabled people:

- *in all aspects of the work of the school, for example: teaching, teaching support, administrative support;*
- *at all levels of seniority in the school;*
- *amongst those awarded Teaching and Learning Responsibility Payments;*
- *as permanent or temporary members of staff, full- or part-time or casual staff;*
- *in training and professional development opportunities;*
- *in disciplinary and capability proceedings;*
- *in harassment and bullying procedures;*
- *as contract staff and agency supply teachers;*
- *among those who take sick leave;*
- *among trainee teachers on placement at the school; and*
- *among those leaving the profession early.*

1.3.7 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- *include disabled people in our recruitment process,*
- *where possible, retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people;*
- *develop in-house expertise about what disabled staff and/or pupils may require;*
- *provide role models for children and young people;*
- *bring different life experiences and new skills to the school; and*
- *help foster good relations with all employees by showing that everyone is valued and treated fairly.*

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

1.3.8 Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to facilitate, wherever and whenever possible:

- *opportunities for disabled learners to take positions of responsibility;*
- *satisfaction and enjoyment levels across a range of school activities;*
- *aspirations and ambitions for the future;*
- *successful transition into the next stages of education;*
- *access to school trips/residentials;*
- *involvement in after school clubs and activities*
- *attainment and achievement of disabled learners*
- *exclusion rates of disabled learners*
- *admissions of disabled learners*

1.3.9 Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- *use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;*
- *ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, endeavour to make alternative arrangements;*
- *give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;*
- *give disabled parents preferential parking rights;*

1.3.10 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to monitor and when necessary attempt to improve:

- *the representation of disabled people on the governing body;*
- *the accessibility of meetings for disabled governors;*
- *the accessibility of other governors activities.*

1.3.11 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- *encourage community groups to ensure their activities are accessible;*
- *give due regard to disabled community users when revising school policies and procedures.*

1.4 Impact Assessment

1.4.1 In line with the DRC guidance, impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve someone who is

involved with the designing and implementation of the policy or practice.

- 1.4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.
- 1.4.3 As a first step towards assessing the impact of policies on disabled people, the policies of the school will be screened to identify their level of relevance and potentially their impact on disabled people. Policies with a high relevance will take priority for review. (This analysis will be added as Appendix One in line with the School Improvement Plan, 'plan, do, review' cycle)
- 1.4.4 A schedule will be written for the review of all policies over the lifetime of this scheme. (This schedule will be added as Appendix One)
- 1.4.5 Our disabled consultative group will be involved at a suitable point in the revision of these policies.
- 1.4.6 As a first step towards assessing the impact of practices on disabled people, the practices of the school will be identified and prioritised by relevance.

- *Review of School Prospectus and Staff Handbook*

Procedures with a high relevance will take priority for assessment. The outcome of this assessment will be added as Appendix Two. Over the next three years, all practices will be assessed.

Procedures assessed will include:

- *Recruitment practices*
- *Teaching approaches*
- *Classroom routines*
- *Registration routines*
- *Homework*
- *Office routines*
- *Communication with staff*
- *Communication with parents*

This list will be extended as further procedures are identified.

- 1.4.7 Issues arising from the impact assessment will be prioritised and added as an appendix to the Action Plan.
- 1.4.8 All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. This will be facilitated in the following way:
 - By referral to a consultative group as policies, procedure or practices are updated and implemented.
- 1.4.9 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

2: Planning for Action

2.1 Arrangements for the First Action Plan

2.1.1 In line with the DRC guidance, our initial Action Plan includes information on:

- improving information gathering mechanisms,
- the mapping of policies and practices and
- how the involvement of disabled pupils and disabled adults can be facilitated.

We have also identified good practice from examples given in training and as result of this, have included certain actions to meet the Disability Equality Duty.

2.1.2 The priorities for the school's scheme will in future be set in the light of:

- an examination of the information that the school has gathered;
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme; and
- an assessment of the impact of current policies on disability equality.

2.1.3 Urgent action necessary following an examination of the information will be added to the action plan before the review date.

2.1.4 In writing our action plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

2.1.5 Our action plan is included as Appendix Three.

2.2 Annual Reporting

2.2.1 Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:

- information gathered during the year
- how that information was used
- action points completed during the year and those that are ongoing. Disabled people will be involved in the process. This report will
- *form part of the School's Annual Profile*

The persons responsible for producing the Annual Profile are Head and Chair of Governors

3. Implementation

3.1 Implementation, Monitoring and Evaluation of the Action Plan

- 3.1.1 The implementation of the Action Plan will be overseen by the governing body. A report will be made to the governors each term by the Head teacher. A checklist to aid governors is included as Appendix Four.
- 3.1.2 The Action plan will be linked with the School Improvement Plan and the Accessibility Plan in order to increase the effectiveness of these.
- 3.1.3 The evaluation of the effectiveness of our scheme will be reflected in our discussions with our school improvement partner and with Ofsted when the school is inspected.
- 3.1.4 Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

3.2 Publication of the Scheme

- 3.1.1 Our scheme will be published;
 - *On the school website*
 - *In paper format to anyone on request.*

3.3 Reviewing and Revision of the Scheme

- 3.3.1 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.
- 3.3.2 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.
- 3.3.3 The Scheme will be reviewed in 2017.
- 3.3.4 *The Head teacher* will be responsible for initiating the review of this scheme.

**Appendix One: Policies and their relevance to and potential impact on disabled people.
N.B. Appendix 1 & 2 will be reviewed according to individual need.**

Policy	Relevance (please tick)			Proposed term for review
	High	Medium	Low	
Mathematics				
Art				
Religious Education				
PE and Dance				
More Able				
English				
Design Technology				
Science				
Music				
History				
Geography				
ICT				
Teaching and Learning				
Monitoring and Evaluation				
SEN				
Assessment				
Equal Opportunities				
Racial Equality				

Policy for Care and Restraint of Pupils				
Drugs Education				
Sex and Relationship Education				
Performance Management				
Admissions				
Charging				
Health Safety and Welfare				
Personal and Social Education				
Homework				
Marking and Feedback				
Child Protection				
Pay				
Anti-bullying				
Behaviour				
Inclusion				
Off-site Visits				

Appendix Two: Procedures and Practices and their relevance to and potential impact on disabled people

Procedure or Practice	Relevance (please tick)			Proposed term for review
	High	Medium	Low	
Registration				
Access to assemblies				
Homework				
Visits				
PE/dance/sport				
Staff handbook				
Admission forms				
Access to school for pupils and parents				
Disability awareness within the curriculum				
Inclusion in clubs/extra curricular activities				
Lunch times				
Staff training				
Visual markings to denote steps and hazards				
Disabled parking				
Learning environment				
Teaching and learning				

Appendix 3: Action Plan

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Set up systems to involve disabled people.	Headteacher	1. Establish a consultative group with representation from disabled people.	Time in Spring 2014	Throughout the Spring Term and continuing as necessary	Spring Term 2014 General invitation to parents, governors and community to act as consultative group.	Consultative Group in place and contributing effectively
	SENCO	2. Establish a mechanism for surveying the views of disabled learners and their parents in the school.	Time in the Summer Term to carry out pupil interviews Time to record parental views in reviews/meetings re disability issues	Summer terms in current and subsequent years	Autumn term 2013 pupils interviewed with carefully targeted questions across a range of disabilities. Parents views assessed	Views of disabled learners clearly recorded with points for school action
Establish a timescale for the review of policies, procedures and practices in light of the 2005 Disability Discrimination Act.		As documented in Appendices 1& 2	Time to collate policy documents, procedures and practices for review	Spring & Summer Term 2014	See Appendices 1& 2/SDP/Accessibility Plan Feedback on prioritised Impact Assessment issues to Consultative	All policies documents, procedures and practices reviewed by the Summer 2014 fulfilling the needs as expressed by pupils, governors, staff, consultative group and

					Group Spring Term 2014	community in line with the Disability Discrimination Act 2005
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Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Establish systems for information gathering, in order to meet the six general duties outlined in the 2005 Disability Discrimination Act.	Headteacher & SENCO	Promote equality of opportunity between disabled people and other people (applying to learners, staff, parents, governors and users of the school)	Time to review all policy documentation in school and accessibility for all pupils in school including school environment and learning environment When advertising new positions in school to use a proactive approach to recruitment and retention of staff	Ongoing throughout 3 year cycle and subsequent years SpringTerm 2014 onwards	Autumn 2013- Autumn 2017 as seen in School Development Plan, Accessibility Plan and Disability Equality Scheme Reviewed by Governing Body at termly sub-committee meetings as applicable	All policies and documentation updated to promote equality of opportunity between disabled people and other people. Reasonable accessibility issues addressed. Training in place to support the learning needs of people in school in line with the Disability Discrimination act 2005 Greater diversity In job applications and personnel

			including a statement re the schools inclusive practices for equality of opportunity .			
“	Headteacher & SENCO	Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995 (applying to learners, staff, parents, governors and users of the school)	Time to review practises and processes in school that negatively impact on learners, staff, parents, governors and users of the school considering both the building environment and learning environment. Raise awareness for all staff of the needs of stakeholders with both learning and	Ongoing throughout 3 year cycle and subsequent years In service day Spring 2008	Autumn 2013- Autumn 2017 as seen in School Development Plan, Accessibility Plan and Disability Equality Scheme (See appendix 2) Spring 2008	School practises and processes reviewed to eliminate discrimination that is unlawful under the Disability Discrimination Act 1995. Standardised resources to support pupils learning available in each class area.

			physical needs			
“	Headteacher & SENCO	Eliminate disability related harassment	Time to review all policy documentation for people in school with regard to disability related harassment.	Ongoing throughout 3 year cycle and subsequent years	Autumn 2013- Autumn 2017 (See appendices 1&2) Discussion with Consultative Group re policies/processes Ongoing Hold a disability discrimination week to raise awareness and consult pupils re issues related to harassment. Spring Term 2014	Relevant policies reviewed and in place as seen in every day practice. Display work promoting positive images of people with disability seen throughout the school. Positive responses recorded in 2013 pupil interviews

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
	Headteacher & SENCO	Promote positive attitudes towards disabled people	To promote positive images and role models of people with disabilities through display, assemblies and involvement of those with disabilities in curricular and extra curricular activities.	Ongoing throughout 3 year cycle and subsequent years with an initial focus in the Spring 2014.	Reviewed at the end of each academic year. Review brought to governors in subsequent Autumn Term	Positive attitudes expressed through pupil interviews.
“	Headteacher & SENCO	Encourage participation by disabled people in public life	Involve local specialist with disabilities to promote	Ongoing throughout 3 year cycle	From Spring Term 2014 onwards. Involvement in 'Sports	As seen in uptake of pupils accessing clubs

			<p>curricular and extra curricula activities in school whenever possible.</p> <p>Special assemblies</p> <p>Staff to invest time to</p>		<p>Coordinators Programme'</p> <p>Spring Term 2014 revisited once each subsequent year</p> <p>Reviewed at end of each academic year and reported to governors in subsequent Autumn Term in Head teachers report to governors onwards</p> <p>Reviewed at</p>	<p>Records of 2 special assemblies each year.</p> <p>Increased stakeholder uptake of activities</p>
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			ensure all stakeholders have the opportunity to be involved in the daily life and running of the school e.g. governorship, concerts, teams/inter-school sports, committees, choirs, instrumental groups, church services, running clubs etc	January 2014	end of each academic year to 2017	
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“	Headteacher & SENCO	Take steps to meet disabled people's needs, even if this requires more favourable treatment	<p>Early identification of needs through Admission Forms and Self Declaration forms</p> <p>Involvement of Specialist Agencies</p> <p>Relevant training for staff including the use of resources.</p>	<p>Admission forms including a section inviting parents/carers to highlight additional personal needs to support their child's education i.e. wheelchair access, letters in Braille etc</p> <p>SPA referral STS Educational Psychologist SALT</p> <p>Whole staff in service Spring 2014</p> <p>Audit of SEN resources</p>	<p>New amended forms in place by January 2014</p> <p>Ongoing as necessary</p> <p>Impact of training and use of resources monitored and evaluated</p>	<p>Increased information on record to support parent and pupils needs</p> <p>Pupils needs identified and met</p> <p>Increased pupil independence</p>
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			<p>Adjustments to the physical environment adapted prior to entry into school (or ASAP after entry)</p> <p>Additional staff support timetabled as necessary</p> <p>Risk assessments to include individual needs</p>	<p>Audit of need Summer Term 2014 with inclusion in new Accessibility Plan</p> <p>Support allocated according to SEN Provision Map each Summer Term</p> <p>As necessary</p>	<p>Yearly review of Accessibility Plan 2013-2017</p> <p>Reviewed termly according to need</p> <p>Ongoing</p>	<p>Building more fit for purpose with environment increasingly accessible</p> <p>All pupils needs being addressed</p> <p>Safer learning environment for pupils</p>
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Appendix Four: The disability equality duty and the governing body

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

<i>Duties to disabled pupils, staff and parents</i>	Yes	No	Evidence
Does the GB receive regular reports on how the school is meeting its duties to: <ul style="list-style-type: none"> • disabled pupils¹? • disabled staff? • disabled parents, carers, governors, other disabled people who use the school or may want to? 	/		Head's Report to Governors
Disability equality duty: General duty			
Does the GB have regard to the need to: <ul style="list-style-type: none"> • 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? 	/		E.g. Disabled toilet, parking spaces
Disability equality duty: Specific duty			
Does the school have a disability equality scheme?	/		
Did the school involve disabled people (pupils, staff, parents) in the development of the scheme?	/		Pupil interviews, mins of meetings
Does the school's scheme show : <ul style="list-style-type: none"> • how disabled people have been involved? • how information is gathered on the effect of the school's policies on: <ul style="list-style-type: none"> - recruitment, retention of disabled staff? - opportunities for, achievements of disabled pupils? • how the school assesses the impact of its 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 to inform subsequent schemes? 	/		Involvement with Access to Work Appendix 1 & 2
Did the school implement the actions in its scheme within three years?			
Does the GB: <ul style="list-style-type: none"> • report on its scheme annually? • review and revise its scheme every three years? 	/		

Appendix Five: Access to Work

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a deaf or hearing impaired person who may need support at an interview;
- a reader at work, for a blind or visually impaired person;
- special equipment (or alterations to existing equipment) to suit particular work needs arising from a disability; and
- help with the additional costs of travel to work for people who are unable to use public transport.

Access to Work can also pay for a support worker, if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment;
- someone to support communication for a person with a hearing impairment; or
- a specialist coach for a person with learning difficulties.

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- contacting their local Disability Employment Adviser (DEA) through their nearest Jobcentre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your particular circumstances with you;
- looking on the Jobcentre Plus website: www.jobcentreplus.gov.uk