

***Redmile Church of England
Primary School***



Disability Equality Scheme

June 2010 - December 2013

Introduction

Duties under Part 5A of the DDA (Disability Discrimination Act 2005) 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 of Redmile Church of England Primary School 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, in so far as is reasonable and practical at Redmile Church of England Primary School.

Definition

A common perception is that the definition of a disability applies to a small group of people, commonly thought to be only those with a physical or sensory impairment. In practice the DDA definition is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the pupil's ability to carry out normal day-to-day activity is adverse, substantial and long-term. The Disability Discrimination Act 1995 (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.'

In the DDA, 'substantial' means 'more than minor or trivial'; 'long term' means has lasted or is likely to last more than 12 months.

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

1.1.1 At Redmile CE Primary School we are committed to establishing equality for all pupils, their parents/carers, staff, governors and other users of the school. This is reflected in our school aims:

Our Mission Statement

We encourage learning and caring because our school matters to everyone.

Our Aims

Together we (all our staff, governors, pupils and parents) make Redmile School the happiest, friendliest and most thriving school it can be by always focusing on the things that really matter to us.

Learning and teaching:

We help and support each other to learn, develop and achieve

- We encourage independent thinking and working
- We explore possibilities
- We aim to be the best we can be

Making Good Choices:

- We will make confident, sensible choices
- We will make the most of all the opportunities open to us
- We know how to be safe, happy and healthy
- We prepare for our future

Community:

- We can achieve more together
- We have a strong team spirit
- We help and support our local community
- We appreciate and look after our rural environment

Enjoyment:

- We enjoy what we do
- We have fun at school

Disability Equality Scheme

- We enjoy learning together
- We celebrate our successes

Open and Caring:

- We are kind and caring to everyone
- We are open and honest
- We value our friendships and partnerships with others
- We look out for each other and help one another

We are true to our Christian faith and have respect for the beliefs of others.

Our Mission Statement and Aims have been devised in collaboration with representatives from staff, pupils, parents and governors and is a reflection of the strength of our partnership as a whole community. The consensus amongst all of us was that the strong Christian ethos of our school should be reflected in each statement and that our commitment to Every Child Matters is evident throughout.

Redmile School is committed to this legislation; the elimination of discrimination and insuring that wherever possible disabled people have the same opportunities as non-disabled people in their access to employment and education. This policy is a statement of our commitment to disabled people. It reflects our mission statement and links to other school policies, e.g. SEN, Equal Opportunities.

1.1.2 The Disability Discrimination Act, (2005) 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

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

1.1.3 This scheme sits alongside 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 and/or their representative were consulted in the formulation of the action plan.

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

- a consultative group of disabled pupils, staff, governors and parents/carers (if applicable) will be involved in the review of policies and procedures and the establishment of new policies and procedures
- parental surveys give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability
- pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability
- disabled staff (if applicable) have 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 discussions with their class teacher and support assistant/s. Staff make recommendations to the Head teacher when appropriate

1.2.3 We do not presume that the views held by the parents/carers 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/carer 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 self-declaration, recruitment and selection procedures, admission forms. Data protection legislation will be observed in sharing this information.

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

Disability Equality Scheme

- 1.3.3 We explain to parents/carers, 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/carers and community users will be used to assess:
- the effect of our policies and practices on the involvement of parents/carers 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 analysed 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, for example: contract cleaners 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:
- act reasonably in all circumstances
 - attract a wider field for recruitment, including disabled people
 - 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;

Disability Equality Scheme

- 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.

2 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 act reasonably in all circumstances and improve:

- 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, training or employment;
- access to school trips;
- involvement in after school clubs and activities;
- access to work experience placements;
- take up of careers advice.
- attainment and achievement of disabled learners
- exclusion rates of disabled learners
- admissions of disabled learners

2.3.5 Information collected about disabled parents/carers 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 act reasonably in all circumstances and:

- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
- ensure disabled parents/carers 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, make alternative arrangements;
- give disabled parents/carers priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;
- give disabled parents/carers preferential parking rights where possible, e.g. on playground;
- ensure the needs of young carers are met;

2.3.6 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 act reasonably in all circumstances and improve:

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

2.3.7 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 act reasonably in all circumstances and:

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

2.4 Impact Assessment

1.4.1 In line with the DRC (Disability Rights Commission) 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)

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

Practices assessed will include:

- Recruitment process (e.g. advertisement, application, accommodation needs met)
- Teaching approaches/classroom routines/homework (e.g. lesson observations, planning, IEPs, Health Care Plans, working with outside agencies/parents/LA, staff INSET)
- Registration routines (photo-log)
- Communication with staff (N/A at current time)
- Communication with parents (e.g. newsletter, web site, open door policy)

This list will be extended as further practices 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:

referral to consultative group, Governors and/or Parent Forum each time a related policy, procedure or practice updated and every new development.

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 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 act reasonably and as practically as possible and to:

- Promote equality of opportunity

Disability Equality Scheme

- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs

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 be made available through the school office and the school website.

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 year. A checklist to aid governors is included as Appendix Four.

3.1.2 The Action plan will be dovetailed with the School Development 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 As part of the New Relationship with Schools, the School Improvement Partners will include in their discussions with schools the attainment of and outcomes for all pupils including disabled pupils. 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 (excluding appendices)
- Available in paper or electronic format 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

Disability Equality Scheme

opportunities and outcomes for disabled pupils, staff, governors and parents/carers.

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, governors and parents/carers; and
- be based on information that the school has gathered.

3.3.3 The Scheme will be reviewed in autumn 2013.

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.

Policy	Relevance (please tick)			Review date
	High	Medium	Low	
Mission Statement	*			
Aims Policy	*			
Anti Bullying	*			
Behaviour & Discipline	*			
Equality of Opportunity	*			
Child Protection Policy	*			
Health & Safety	*			
Child Illness			*	
Spiritual Moral Social & Cultural Development			*	
Assessment Policy			*	
SEN	*			
More Able Pupils Policy			*	
Learning and Teaching	*			
Foundation Stage		*		
PSHE			*	
RE			*	
Collective Worship			*	
Handwriting			*	
Spelling			*	

Disability Equality Scheme

Reading			*	
Speaking & Listening			*	
Writing			*	
Numeracy			*	
Science			*	
ICT Policy			*	
Arts Policy			*	
Music Policy			*	
Art Policy			*	
D&T Policy			*	
PE Policy			*	
Geography			*	
History			*	

Disability Equality Scheme

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Appendix 3: Disability Discrimination Action Plan

Priority	Action Required	Success Criteria	Resources	Timescale	Responsible Person (s)
Sustaining systems to involve disabled people.	1. Encourage on-going participation of disabled parents in school development, through Parent Forum and newsletters	Representation from disabled people and/or carers in review of policies, Procedures and Practices in school.	Newsletter Parent Forum	On-going	C. Lobo
	2. Enquire with LA if pupil questionnaire can be adjusted to ensure views of disabled learners in the school are known (if not, we'll add our own)	Views are known and any needs resulting from comments can be actioned.	LA cost to collate questionnaires Time to administer questionnaires	Summer 2010	J. Hopkins
	3. Individual consultations between teacher and pupil to include discussion about procedures and practices in school.	Potential pool of disabled learners review procedures and practices in school, which influence policies.	Time	On-going	All teachers
Update timescale for the review of policies, procedures and practices in light of the 2005 Disability Discrimination Act.	1. Update policy check-list , ensuring all relevant documents are included	Check-list complete and School Development Calendar lists reviews needed.	Time	July 2010	J. Hopkins
	2. Review Appendix 1 and 2, ensuring updates are undertaken as planned.	Maintain the successful review of policies, practices and procedures	Time	Nov 2013	J. Hopkins B. Curtis

Disability Equality Scheme

	3. Review day to day practice to identify any issues for disability learners.	Policies, procedures and practices are amended accordingly.	Time	Ongoing	All staff
Maintain systems for information gathering, in order to meet the six general duties outlined in the 2005 Disability Discrimination Act.	1. Identify 'disabled' pupils and ensure that these pupils make at least expected progress	Requirements for Disability Discrimination Act 2005 met	PPA	Termly	All staff
	2. Consider amending governor questionnaire to parents to enable self-declaration of disability		Time	February 2011	R. Trigg
	3. Consider and implement procedures enabling governors to make a self declaration of disability		Full governors meeting	December 2010	C. Lobo

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? 			
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 reasonable steps to meet disabled people's needs, even if this requires more favourable treatment? 			
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?			
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? 			
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