Disability Equality Scheme and Accessibility Plan

Together We Believe, Aspire and Achieve

Equality Statement

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations.

We review all policies and procedures we operate to ensure there are no negative equality impacts based on age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Introduction

Our Disability Equality Scheme sets out our approach to equality and diversity. It responds to our statutory duties to promote equality under the Disability Discrimination Act (DDA) 2005.

The Scheme will help us to achieve our aims and give us a framework for action. It should be read in conjunction with the school's Equality, Diversity and Cohesion Policy (Sept 2015).

Vision and Values: St Peter's CE Primary School's Equality Scheme

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. These are based on our Christian beliefs and values. We are equally ambitious for all pupils and staff irrespective of any disability. Our response to the needs of our pupils is a vital part of personalising learning for all.

Leadership and commitment at all levels of the organisation are central to the success of the scheme. In everything we do, we will consider how we can ensure that we do not consciously or unconsciously discriminate against or disadvantage individuals or groups, and we will seek opportunities to promote

equality and diversity wherever we can. Equality must be modelled in everything we are doing.

Children: The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
  – creating effective learning environments;
  – securing their motivation and concentration;
  – providing equality of opportunity through teaching approaches;
  – using appropriate assessment approaches;
  – setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Staff: We aim to foster a demonstrably fair and supportive environment for our staff. We promote diversity and equality in employment at St Peter's CE Primary School and strive to have a diverse and well-motivated workforce where all colleagues are treated fairly and with respect.

Responsibility for the Equality Scheme

This Equality Scheme is managed by our Governing Board and Senior Leadership Team, with input from across the school community, as outlined overleaf.

The governing board is responsible for:

- ensuring that the school complies with the relevant equality legislation
- ensuring that the Disability Equality Scheme and Accessibility Plan, and its procedures, are followed.

The headteacher is responsible for:

- ensuring that the school scheme and its procedures are followed
- ensuring that the disability plan is readily available and that the governors, staff, pupils, and their parents and guardians know about them
- producing regular information for staff and governors about the plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including bullying
- dealing with reports of hate-incidents.

All staff are responsible for:

- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good relations

- avoiding discrimination against anyone for any reasons
- keeping up to date with the law on discrimination
- taking up training and learning opportunities.

Visitors and contractors are responsible for:

- Finding out about our Disability Equality Scheme and Accessibility Plan.

Legislative context

The legislation central to our Disability Equality Scheme and Accessibility Plan is

- Disability Discrimination Act (DDA) 2005

This law imposes positive duties on all public bodies to promote disability equality in everything that we do. The general duties for each are outlined below, and the specific duties are explained in the scheme.

Under the DDA 2005, public authorities are required to have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled people that is related to their disabilities
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

Also:

- We acknowledge that equality and diversity mean more than the promotion of disability.

The law does not have positive duties to *promote* equality associated with them but they do apply to employment. We must therefore ensure that through our functions, policies and employment practices, we are not discriminating on any of these grounds.

Reviewing and revising the scheme

The scheme will be reviewed annually. Any such review will be informed by the information gathered and the impact assessments. The widest possible level of consultation and involvement by disabled pupils, staff and parents will be sought.

Disability Equality and Accessibility Plan

1. Introduction

- This plan sets outs how St Peter's CE Primary School works and will work to promote disability equality.
- This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Safeguarding Procedures and also relates to our Special Educational Needs Policy and our Behaviour and Discipline Policy.

2. DDA definition of disability

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as being disabled. 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:

- '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.

<u>Mental and physical impairments</u>

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 pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

Normal day-to-day activities

The test of whether impairment affects normal day-to-day activity is whether it affects one 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.

Special Educational Needs (Additional Needs) and Disability
Though the definition of disability comes from the DDA and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

3. Involvement of stakeholders
A number of stakeholders were consulted prior to the formulation of this Scheme through:
- Consultation with staff
- Consultation with Governors
- Consultation with the relevant health and social service agencies
- Children with disabilities and their families.

4. Impact Assessment
Fundamental to all aims will be to promote disability equality, eliminate discrimination and harassment, promote equality of opportunity, encourage participation by disabled people, promote positive attitudes to disability and ensure steps are taken to take account of disabled people's disabilities, in all aspects of school life and the community. These issues will be assessed at the Review stage (November 2012).

5. Identifying the main priorities for St Peter's CE Primary School (The Disability Equality Action Plan)
As a result of analysis, the following statement of strengths and priorities for development was agreed, using the six elements of the General Duty under the DDA.

Current strengths	Priorities for development
Promote equality of opportunity between disabled persons and other persons	
✓ Systematic monitoring of attainment, achievement and progress in relation to groups of pupils across the school ✓ Ensure that all policies and procedures are robust in promoting equality and inclusion ✓ Rigorous target setting.	✓ Develop internal tracking to monitor progress and attainment of all groups. ✓ Create more specific assessment system, esp for ch'n not performing at age-related expectations. ✓ Develop mechanisms to support stakeholders' involvement.
Eliminate unlawful discrimination	

✓ Governors' Finance and Personnel Committee monitor recruitment and selection processes in relation to disability.	✓ Improve procedures to ensure that all staff, parents and visitors are aware of school policies and protocols.
Eliminate harassment related to disabilities	
✓ There are no recorded incidents of harassment related to disabilities. *School data 03/16*.	✓ Continue to ensure that Anti-Bullying Policy and Behaviour and Discipline Policy are implemented effectively.
Promote positive attitudes to disability	
✓ Any child with a disability is encouraged to take part fully in school life. ✓ Use of collective worship.	✓ Whole School Curriculum Review ✓ Change of PHSCE syllabus to one which includes more modern and inclusive values: The National PHSE Society. ✓ Pupil Council focus.
Encourage participation by disabled people	
✓ The curriculum and facilities are already adapted for pupils with a disability; this is on-going, especially in light of the inclusion in our school of a child (currently in Y3) who uses a wheelchair due to his cerebral palsy. ✓ Review procedures for gathering information to identify disabled staff, pupils, parents/carers and governors.	✓ Add 'inclusive' sports to school and Salford School events and competitions (eg Panathlon) ✓ Provide opportunity for Stakeholders to monitor and review scheme and action plans ✓ Review Educational Visits Policy.
Take steps to take account of people's disabilities	
✓ Targeted support ensures that pupils with learning difficulties and/or disabilities are engaged in learning and make good progress. ✓ Pupil support takes account of individual pupil needs eg training linked with pupil additional needs, e.g. Diabetes/ADHD /Visual&Hearing Impairment. ✓ EHCPs established for all relevant children ✓ Regular staff training takes place, esp in areas of supporting	✓ Upgrade school progress and target tracking packages to enable more accurate and accessible information on the performance of groups of pupils (esp. in light of the changes to national assessment procedures).

wheelchair-bound pupils and those with visual impairments.	

6. Building Accessibility Plan
[as required by the Special Educ Needs and Disability Act (SENDA) 2001]
The school has had a Building Plan for many years and this has included accessibility. The following action has been taken in recent years:

- Built an access ramp into the main school
- Built an accessible toilet
- Classroom smartboards replaced by HD screens and linked up to individual devices for visual clarity and support
- Extended Y1 classroom, created large support space for Y2 room.
- Created an Enrichment Room in KS2 and a Sensory Room in EYFS.
- Replaced all exit doors with wider equivalents
- Free standing equipment (PE apparatus, etc) renewed and with alternate colours; old stock marked clearly
- Development of main ICT hardware from standing to mobile/wireless technology.

7. How policies and practice are monitored
Reviewing, monitoring and evaluating tools are:

- Self-Evaluation Overview (SEO)
- School Improvement Plan
- Policy reviewing as part of Governor responsibility (committees)
- Review of action plans
- Review of individual Education Health and Care Plans/Individual Education Plans/PEPs
- Talking /observing / consulting with all stakeholders
- Data analysis of children with disability.

8. How information gathered is used

- To inform future actions/planning /to adapt practice
- To inform / consult with the wider community / governors
- To identify future staff training needs
- To review policies
- Stakeholders consulted and account taken of relevant data and information in order to determine its disability equality objectives.

9. Staff development

- Staff training related to the specific identified needs of the current pupils (e.g. Sensory Impairment/Medical Needs/Social and Emotional aspect of learning/Epilepsy training etc) – esp. for staff working closely with certain children
- Regular general staff training regarding variety of more common needs

- SEND training for SENCO and all staff
- Rolling programme of generic training (PSHCE, First Aid, Circle Time, etc)
- Governor training needs met by annual Gov Services training SLA.

10. Annual reporting

The school's Senior Leadership Team will review progress against the action plan on an annual basis, and will report to the Governing Board, summarising progress and making recommendations for future schemes and plans.
The Governing Board will review progress against the action plan on an annual basis, using the Leadership Team report as a starting point, and will accept, amend, reject or create recommendations on the basis of their review. The review process will address participation, progress, and outcomes.

Reviewed and Ratified by the Governing Board Autumn 2022

Signed: _____ (Chair) _____ (Headteacher)