

ELMSTEAD PRIMARY SCHOOL

POLICY  
FOR  
DISABILITY EQUALITY  
SCHEME

Autumn Term, 2007  
(Review co-ordinated by Clive Middleditch)

Elmstead Primary School  
Holly Way  
Elmstead Market  
Colchester  
Essex  
CO7 7YQ

## INTRODUCTION

Elmstead Primary School welcomes its general responsibilities under the Disability Equality Duty to have due regard to the need to:

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

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

We have set up a representative steering group to develop and monitor the scheme, involving the Head Teacher, a Key Stage 1 class teacher, a parent governor, parents and pupils.

## SCHOOL ETHOS, VISION & VALUES

At Elmstead Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability – should they so wish – and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

- The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching.

- We will make reasonable adjustments to ensure that the school environment is as accessible as possible.
- We will not tolerate harassment of disabled people with any form of impairment. At Elmstead Primary School we will not tolerate harassment of anybody.

This school uses the **social model** of disability, as opposed to the traditional and medical models, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. Our Equality Opportunity Policy reinforces this view.

#### DEFINITION OF DISABILITY

The Disability Discrimination Act, 1995, 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.”*

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person’s ability to carry out normal day-to-day activities, only if 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 the risk of physical danger.

The Disability Discrimination Act, 2005, has extended the definition of disability to include people with HIV, multiple-sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised;” although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

**NOTE: Disability Equality in Education (DEE) recommends that all pupils with special educational needs (SEN) and those with long-term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.**

## INVOLVEMENT OF DISABLED PEOPLE IN THE SCHEME

Elmstead Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We are involving disabled people in the following ways:

### **Disabled pupils:**

- are identified on our SEN Register;
- take part in 1:1 interviews encouraging ‘pupil voice’ as part of the individual child support process;
- will have particular issues that need to be identified and form part of the yearly action plan, forming a key element of the School Development and Improvement Plan.

### **Disabled staff:**

- asked to identify any barriers that affect them and how we can plan to overcome them;
- will be asked to identify any issues that may arise so that priorities can be integrated into an action plan.

### **Disabled parents/carers:**

- will be encouraged to identify any barriers and how we can improve the way we meet their needs. Information will be gathered as part of the yearly parental survey, with all parents/carers invited to put forward suggestions – anonymously if they so wish;
- key issues arising will be prioritised and integrated into an action plan.

### **Disabled members of the local community:**

- will have the opportunity to put forward their ideas by sending out a questionnaire to all groups who use our facilities, asking them to identify any barriers and suggest reasonable adjustments;
- will have any key issues prioritised and integrated into an action plan.

**NOTE: The scheme can only be successful if we seek the views of the whole school community and develop their awareness of how reasonable adjustments can be made to cater for the needs of those with disabilities.**

## POLICIES AND PRACTICES

We recognise that our policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- on the educational opportunities available to and the achievements of disabled pupils.

At Elmstead Primary School we acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information are:

### **Pupil Achievement**

Our Target Tracking monitors the progress of all children and governors are kept informed, each term, as to the progress of each grouping of children eg boys and girls, more able children, and those with SEN. (Children with disabilities, but not on the SEN Register, will be identified within this grouping).

### **Learning Opportunities**

Target setting, as with all children, will be used to promote learning and set realistic and achievable targets for individual improvement. Barriers, if they arise, will be recorded and priority given to overcoming them, in the spirit of equal opportunity for all.

### **Admissions, Transitions, Exclusions**

On admission to the school we must ensure that sufficient enquires are made as to whether a pupil has any additional needs. When transferring to the next year group, or to another school, it is crucial that all information is passed on. We also need to monitor whether statistics for exclusions – which are very low at our school – feature an over-representation of children with disabilities.

### **Social Relationships**

Social relationships, between disabled and non-disabled children, need to be monitored carefully and we need to devise a means of achieving this, whilst showing how any improvements can be made.

### **Employing, Promoting and Training Staff**

We need to monitor the promotion and training of disabled staff in comparison to non-disabled staff and respond to the outcome.

<h2><b>HOW WE ASSESS THE IMPACT OF OUR POLICIES</b></h2>
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The Steering Group will take the lead in assessing the impact of policies, procedures, functions and practices of the school on disability equality, with the Board of Governors ensuring that these policies are improved where necessary. During the cycle of policy reviews consideration will be given to the impact of each one on those with disabilities. Putting in place such arrangements as a ‘Quiet Area’ at lunchtimes – now successfully operating in classroom five – is having a significant effect on those with behaviour issues and anxiety.

During the review of each school policy a section on disability will be added, whilst every effort will be made to avoid any tokenism taking place.

**We recognise that all our school’s policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is a key feature of the action plan.**

## **ACTION PLAN FOR DISABILITY EQUALITY DUTY**

**We have produced a Disability Action Plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.**

**Our existing Accessibility Plan outlines the steps we are taking to improve:**

- **curriculum access;**
- **provision of information to disabled pupils;**
- **physical access.**

**Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Scheme.**

## **REPORTING**

**We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:**

- **information we have gathered during the year;**
- **how this information was used;**
- **action points completed during the year and those that are ongoing.**

**We will ensure that disabled people are involved in this process.**

**Our scheme will be reviewed and revised after a period of three years – in line with the SDIP – and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact analysis process, which goes out to governors on a termly basis.**

**REVIEW DATE:** \_\_\_\_\_

**Member of Staff:**           **Head Teacher.**

**Governor responsible:** **Chair of Governors.**

<p style="text-align: center;"><b>ACTION PLAN</b> <b>DUTY TO PROMOTE DISABILITY EQUALITY</b></p>
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**Questions about our provision need to be asked about all the following areas:**

**Curriculum**

- Does the school ensure that some part of the curriculum in each year raises disability equality issues?
- Do teachers consider the disability content of different parts of the curriculum and how this will impact on disabled pupils eg negative stereotypes in literature?

**Behaviour and Exclusions**

- Is the Behaviour Policy differentiated with reasonable adjustments for disabled pupils?

**Teaching and Learning**

- Does the school ensure all teaching staff are aware of the QCA General Inclusion Statement and that they apply it in their planning and teaching?
- Is joint planning time made available for teachers and teaching assistants on a regular basis?

**Data Collection, Monitoring and Assessment**

- Is the achievement of disabled pupils monitored by impairment?
- Does the school identify all disabled children in their database?
- Are disabled pupils' achievements tracked in addition to their general attainment levels?

**Lettings and Use of Building by the Community**

- Does the school's Letting Policy specify the type of adjustments that the school and other local services can provide?
- Does the school examine capital projects to maximise access and reasonable adjustments?

**Lunchtime, After-School Clubs and Educational Visits**

- How does the school ensure that all pupils, parents/carers or staff can participate in visits/activities?

### **Medical and Personal Care Needs**

- Have disabled children and their parents/carers been consulted on how they want the procedure or administration of medication carried out?

### **Health and Safety**

- Have evacuation procedures been developed and do they take full account of the needs of disabled people?
- Are care plans in place for the meeting of health needs of the administration of medicine?

### **Participation and Engagement**

- Does the School Council include disabled representatives?
- Are all governors aware of their statutory responsibility to promote disability equality?

### **Eliminating Harassment and Bullying**

- Does the school's anti-bullying policy specifically refer to bullying which can be directed at disabled children and adults?

### **Employment**

- Does the school monitor the number of staff it has who count as disabled people under the DDA 2005?
- Does the school provide reasonable adjustments for disabled staff?
- Does the school allow disabled staff additional time off for treatment for their condition without penalising them?

### **The Governing Body**

- Are governing body proceedings accessible?
- Are there clear links between parents and the governing body?
- How do we ensure people are aware of how the governing body contributes to the life of the school?
- How does the governing body consult with parents/carers?
- Do we encourage disabled parents/carers/community members to become governors?

### **Contractors and Procurement**

- Are contractors employing disabled people?
- Are they aware of disability issues, including harassment and bullying, particularly if in contact with pupils/staff?
- Are catering/school staff aware of who has food allergies?

<b>DISABILITY EQUALITY SCHEME ACTION PLAN</b>			<b>Elmstead Primary School</b>		
<b>2007 – 2010</b>					
<b>TARGET</b>	<b>ACTION NEEDED</b>	<b>RESPONSIBLE PERSON</b> <b>TIMESCALE</b>	<b>RESOURCES</b>	<b>IMPACT</b>	<b>MONITORING AND EVALUATION</b>
<b>To agree a timetable for reviewing all policies and their impact upon people with disabilities.</b>	Timetable for renewal of policies incorporated into our yearly planner and the SDIP.	Head Teacher. 2009 completion date.	Staff meeting time allocated.	All policies show awareness of disability issues and promote equality.	Leadership Team/ Board of Governors.
<b>To keep the governing body informed on the achievements of those with disabilities.</b>	Termly feedback of Target Tracker data, supported by Imapct Anaysis.	Head Teacher. Termly.	Target Tracker and work sampling.	Prompt support if the need arises.	Governing Body.
<b>To ensure that the Educational Visits Co-ordinator receives regular training updates.</b>	Head Teacher will complete all relevant training.	July, 2007.	One day out of school.	EVC ensures trips are as inclusive as possible.	Educational Visits Co-ordonator.
<b>When launching the return of hot school lunches ensure that all staff are fully aware of those with allergies and medical conditions related to diet.</b>	Information about disability awareness will form part of the induction process for new staff and feature regularly in future training.	Head Teacher.	Training time as identified.	Reduction of any anxieties about medical conditions.	Leadership Team.
<b>To distribute information about disability equality to the school community.</b>	Information about disability awareness distributed with parental/community survey.	Head Teacher.	Steering Group will meet and decide on questions.	School community views are taken into account.	Board of Governors.
<b>To complete a parental/ community survey which invites comments about our provision for those with disabilities.</b>	Steering Group will meet and help put together a series of questions.	Head Teacher.	As above.	Response will determine the focus of our accessibility plan.	Board of Governors.
<b>To ensure that the curriculum includes awareness of disabilities and their effect on people's lives.</b>	Subject Leaders will examine the content of disability awareness in each subject.	Head Teacher. Subject Leaders.	Management time as identified in yearly planner.	Curriculum clearly includes awareness of disabilities and promotes equality.	Board of Governors.
<b>Steering Group to allocate time towards consideration of the scheme and take a lead in promoting disability equality.</b>	Steering Group will look at the whole process and take a lead in promoting disability equality awareness.	Head Teacher.	Time allocated as required, but likely after-school.	Disability Scheme up and running, with positive impact upon the school community.	Board of Governors.

