



Disability Equality Policy & Accessibility Plan

Adoption by Governing Body

..... (Signature of Chair of Governors)

.....June 2015..... (Date)

To Be RevisedMarch 2018.....(Date)

Squirrels Heath Junior School

DISABILITY EQUALITY SCHEME

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Legislative Compliance:

This policy takes full account of the new changes in government legislation, and has been written with reference to the following guidance and documents:

- Disability Discrimination Amendment Act (2005)
- Equality Act 2010: advice for schools Dfe (Feb 2013)
- Teachers Standards (2012)
- The National Curriculum in England KS 1 and KS2 Framework document (Sept 2013)
- Statutory Guidance: Supporting school pupils with medical conditions (April 2014)
- SEND Code of Practice 0-25 (July 2014)
- Safeguarding policy

The Duty to promote disability equality in schools:

Under the Disability Discrimination Amendment Act (2005), public sectors have a responsibility to promote disability equality. This legal obligation means that we have to take proactive steps to promote disability equality for our pupils, employees, and other stakeholders. The duty is central to improving the experiences and outcomes of disabled people. The prime responsibility for making sure the duty is met lies with the governing body.

Summary of duties:

General Duty:

We must have due regard to the following six areas:

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

"Treating people equally does not mean treating them the same." (Professor Rita Jordan).

The Specific Duty:

This requires us to produce and publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties. It should include the following:

- the school's approach to promoting equal opportunities for disabled children and a positive image of disabled people;
- a statement of how disabled pupils, staff, parents and disabled members of the community who may use school facilities have been involved in developing the scheme;
- a three year action plan, which identifies targets and areas where improvements are needed to meet the Duty;

- arrangements for gathering information about the performance of the school on disability equality e.g. pupil achievement or employment and retention of disabled staff;
- arrangements for assessing the impact of policies, procedures and practices of the school on disability equality and improving these when necessary;
- details of how the school is going to use the information gathered, in particular in reviewing the effectiveness of its action plan and preparing subsequent schemes;
- the scheme must be reviewed and publicly commented upon each year and revised every three years.

Areas to be covered in a School Scheme are:

- achievement of pupils;
- disability in the curriculum;
- teaching and learning;
- developing a voice for disabled pupils, staff and parents;
- removing barriers - curriculum, physical and communication;
- lettings and use by the community;
- eliminating harassment and bullying;
- employing, promoting and training disabled staff;
- monitoring;
- assessment;
- governance and relations with parents;
- breaks, lunchtime, after school activities and trips;
- how the school involved disabled people;

Introduction:

Squirrels Heath Junior School welcomes its general responsibilities under the new 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 policy sets out the steps the governing body will take, resulting in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

School Ethos, Vision & Values:

At Squirrels Heath Junior 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 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.

This school uses the "social model" of disability, 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.

This document may be read in conjunction with the school's Single Equality Information.

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".

In the Code of Practice (2014), "long term" is defined as "one year or more" and "substantial" is defined as "more than minor or trivial".

In the Equality Act 2010; disability is an impairment which has a "long term and adverse effect on their ability to carry our day to day functions".

Both Acts serve to distinguish between direct and indirect discrimination. Direct discrimination occurs when a person receives worse treatment because of their disability and indirect discrimination occurs when a policy or rule particularly disadvantages a person with a disability. In the definition, 'physical impairment' includes sensory impairment and 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness.

A child's ability to memorise, concentrate, learn, speak or move is central to their education. An impairment that has a long term and substantial effect on a child's ability to do these things may amount to a disability.

The Code of Practice (2014) states that a disability may be defined as something which "prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools".

Where a disability impacts on a child's learning and 'prevents' or 'hinders' the pupil from using facilities or resources that would generally be used by other children of the same age, then 'reasonable adjustments' would need to be taken.

In the Code of Practice (2014) it is stated that schools "must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that young people are not at a substantial disadvantage compared with their peers". A reasonable adjustment is a slight or substantial change in the teaching and learning environment. This may include differences in the way the teacher interacts with a child or children; different teaching or pupil resources; changes to the classroom, and suitable preparation and adjustments to include a child with a disability learning outside of the classroom: hall, playground, local school trip, residential trip. The following are more specific examples of reasonable adjustments:

- Changing the classroom layout to provide better access for pupils with limited mobility.
- Displaying signs in a range of media (e.g. Braille signs).
- Ensuring the classroom has appropriate acoustics to support people with hearing impairments.
- Giving extra time for physically disabled pupils to use equipment in practical tasks.
- Providing access to technology for children with disabilities.
- Offering alternatives to written recording for pupils who find writing challenging.
- Making educational visits accessible to pupils with disabilities

How Disabled People have been Involved in the Policy

We recognise the importance of involving disabled people fully in the development of our Disability Equality Policy. We have involved disabled people in the following ways:

Disabled pupils:

- We have identified our disabled pupils.
- These children are members of the School Council.
- Their views have influenced our School Action Plan with regard to safe movement around the building.

Disabled staff:

- We have asked all staff to identify any barriers that affect them and how we can plan to overcome them.
- The key issue identified by our staff was increased lighting.

Disabled parents/carers:

- We have given all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs.
- Key issues were car parking and access to the building

Disabled members of the local community:

- We organised a coffee morning for representatives of the local community who use our school.
- Key issues identified by members of the local community were: disabled car parking space outside the school.
- Our working party was made up of parents of disabled children, disabled staff members and representatives from the council and other outside bodies who use the premises.

How we have gathered information on the effect of our policies and practices on disabled people:

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

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

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 will include:

Pupil Achievement:

The collection of our base-line data (information collected on entry to the school) is rigorous in terms of capturing information on additional needs, (medical, social and educational) as well as the levels of attainment of individuals.

We also define ethnic backgrounds and whether English is used as an additional language. This data is constantly monitored as the pupil moves through the school and any significant variations either with individuals, or trends within groups are analysed and acted upon. All attainment is measured against the base-line data.

Learning Opportunities:

At Squirrels Heath we maintain a fully inclusive curriculum where all pupils have equal access. The work is differentiated according to ability and children are supported according to their needs. Staff have high expectations of each individual which is shared through the target setting process.

Social Relationships:

We operate a buddy system so that every child feels secure. Children are made aware of disability through PSHE, Act of Worship and visits from outside agencies. They are actively encouraged to support individuals with disabilities.

Employing, Promoting and Training Disabled Staff:

As a Community Junior School we take seriously our duties under the LA Equal Opportunity Policy as well as our own school policy.

How we will assess the impact of our policies?

All school policies are reviewed on a regular basis at both staff and governor level. At these reviews the needs of disabled pupils, employees and other stakeholders are taken into account. For example, the minutes from the School Council are discussed. 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 contained in our action plan.

Our Action Plan & Accessibility Plan:

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty. We have incorporated our existing Accessibility Plan into this Action Plan.

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.

Revisiting the Plans:

Our Plans will be reviewed and revised after a period of 3 years and disabled people will be involved in the process. New action plans will be produced, responding to issues identified through our impact assessment and included in our annual reports.

Action Plan & Accessibility Plan 2015-2018

(as required by the Special Educational Needs and Disability Act (SENDA) 2001 and with reference to the Equalities Act 2010.)

	Actions	By whom	Time	Evidence that it is completed
i. Improvements in access to the curriculum	<p>Ensure high quality teaching, through CPD for all to improve disabled pupils' access.</p> <p>Improve self esteem of disabled pupils through the SEAL programme.</p> <p>Audit extra-curricular activities to ensure participation of disabled pupils.</p>	<p>SLT</p> <p>All staff</p> <p>PE Subject Lead</p>	<p>Ongoing</p> <p>Ongoing</p> <p>July 2015</p>	<p>Lesson observations.</p> <p>CPD completed as needed.</p> <p>Disabled pupils with full access to the curriculum, working with independence when appropriate and interacting fully with peers.</p> <p>Disabled pupils with full access to the curriculum.</p> <p>Analysis of clubs.</p>
ii. Physical improvements to increase access to education and associated services	<p>1. Development of a new room dedicated to Special needs.</p>	<p>SLT/ SENCo</p>	<p>Easter 2015</p>	<p>New room used extensively to support small group work.</p>

iii. Improvements in the provision of information in a range of formats for disabled pupils	Seek advice from outside agencies when necessary in providing, for example, visual timetables for pupils.	SLT	Ongoing	Parents/carers/pupils able to fully access information.
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