

# Disability Equality Scheme

Welton Primary School

October 2007

## **Introduction**

Welton Primary 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; and
- 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.

## **School Ethos, Vision & Values**

At Welton Primary School we are committed to ensuring the 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 with any form of impairment.

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.

### **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 and 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 affect on his/her ability to carry out normal day-to-day activities.

### **How Disabled People have been Involved in the Scheme**

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

#### **Disabled pupils:**

We have identified our disabled pupils through the School Provision Map and also from a questionnaire sent out to all families in July 2007.

Only one questionnaire was returned by a parent who felt their child had a disability, however, they felt happy that the school did everything they could to meet the needs of their child.

#### **Disabled staff:**

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. No member of staff returned a questionnaire that stated they were disabled in anyway.

#### **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.

No parent or carer has identified themselves as disabled to us.

## **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;
- on 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:**

Disabled pupils are identifiable on the Provision Map as school action plus or with a statement and their achievements are tracked and monitored on an informal daily basis and on a more formal basis through IEP review meetings with SENco, SENSS teacher and class teacher.

### **Learning Opportunities:**

All disabled pupils are given the same opportunities as others to take part in all curriculum based learning and school trips and are given the opportunities to take part in after hours learning.

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

The Foundation Stage teacher makes visits during the summer term to all the September intake at their nursery setting where discussions can take place with relevant members of staff to find out any additional needs that the school should meet when the child starts in the September. If a child transfers, generally a report will be sent from another school.

However, if a teacher is having concerns about a new pupil, they are the SENco will make contact with the previous school for some background information before other action is taken. If a child transfers to another school and has been on the register at Welton Primary then records will be sent to the new school.

### **Social Relationships:**

The school improves the social relationships between disabled and non disabled pupils by promoting it's Inclusion Policy, through the use of Socially Speaking groups and SEAL groups at lunchtime. They are also improved through participation in Creative Context and through games organised by Year 6 pupils during playtimes. Improvements can be shown through answers during pupil interviews.

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**

We have produced a disability equality 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

We have now incorporated this plan into our overall Disability Equality Scheme 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 Scheme**

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

#### **Review Date October 2010**

Senior Member of Staff Responsible Mrs Pidegon/Miss Townsend

Designated Member of Staff Miss Townsend

Governor Responsible Helen Webster (chair) Ruth Henry (SEN Governor)

## **AREAS THAT MAY NEED TO BE IDENTIFIED IN THE ACTION PLAN**

### **(DEE: Implementing the Duty to promote Disability Equality)**

#### **Curriculum**

The school is part of the SEAL project and also follows the Rainbow file for PSHCE which at various points involves discussing a variety of topics which raises the children's awareness of the world around them.

#### **Behaviour and Exclusions:**

For those pupils whom need a differentiated behaviour policy they will have their own Individual Behaviour Plan which is written specifically for them with involvement from parents and has individualised rewards and sanctions that best help the child and promote positive behaviour.

#### **Teaching and Learning:**

Teachers and TAs regularly discuss the achievement made by pupils in the intervention groups. All staff are aware of the need for inclusive, VAK orientated lessons. The impact of these in monitored through lesson, book and planning scrutinies by the Senior Leadership Team.

#### **Data Collection, Monitoring and Assessment:**

The SENCO is in charge of monitoring and assessing the achievements of those identified as disabled. The data can be seen on the whole school SEN tracking for maths, literacy and reading. Achievements are also identified on the child's individual education plan.

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

*Does the school's lettings 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:**

Pupils are helped to participate at lunchtime through the implementation of Positive Play. Parents are informed of all activities and school trips and in most cases parents are asked to volunteer their services to assist on school trips.

Welton Primary School has many parent helpers who are all given an induction prior to helping out at the school and are then directed by the teacher to which they are assigned.

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

Welton Primary School has an administration of medication policy which has been distributed to all parents and staff so that everyone is aware of the procedures to follow.

### **Health and Safety:**

Evacuation procedures are in place at Welton Primary School and at present they meet the needs of all people including those disabled.

### **Participation and Engagement**

All Year 6 pupils are given responsibility to organise and carry out games at playtime and they help the Foundation children during playtime in their area. This involves all pupils from Year 6 including those with SEN.

### **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**

The LA monitor the number of staff who count as disabled through the application form you complete when applying for a job. At the present time there is no member of staff who classes themselves as disabled and therefore the school does not need to make additional time available.

## **The Governing Body**

The parents are given a list of who the school governors are and their responsibilities. The governing body includes parent governors and people of the community. Governors have specific responsibilities and meet with the staff member responsible for that subject and they discuss action being taken with the school. Governors also make visits into school so they can see first hand what the children are learning and achieving.

## Welton Primary School **DISABILITY EQUALITY SCHEME ACTION PLAN**

OBJECTIVE	STRATEGY	OUTCOME	TIMESCALE	GOAL ACHIEVED
<i>IMPROVING ACCESS TO THE CURRICULUM</i>				
Increase involvement of pupils in target setting and IEP's	Pupil IEP booklet. Regular assessment and review of progress towards targets to pupils.	More meaningful and effective involvement of pupils.	Ongoing	
Improve the impact of IEP targets	Targets broken down into small steps.  More frequent assessment.  Targets match class targets more closely.	Pupil progress is accelerated.	Ongoing	
Improve provision for children with speech and language delay	Develop staff's knowledge of Makaton	Staff will be able to converse with the children	Summer 2010	
Ensure the school is able to accommodate the needs of SEN admissions	Effective communication between SENCO and other members of staff regarding new admissions to the school, and attendance of relevant transition meetings.	All pupils with SEN receive appropriate support and resources.		
<i>IMPROVING PHYSICAL ACCESS</i>				
All areas to the school as easily accessible to all children/parents/staff on admission.	Ensure that access to the school is assessed as necessary	All pupils with SEN are ensured equal physical access to the curriculum and the school.	As required.	
Organise classrooms to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Individual children are independent and able to select appropriate resources for learning.	Ongoing	

OBJECTIVE	STRATEGY	OUTCOME	TIMESCALE	GOAL ACHIEVED
Ensure venues for school trips are suitable – transport, access, toilets, staff for personal care etc.	Pre-visit assessment of suitability.	Broad and balanced curriculum offered alongside able bodied peers.	As and when trips are considered.	
<i>IMPROVING THE DELIVERY OF WRITTEN INFORMATION</i>				
Availability of written material in alternative formats, as requested.	The school will make itself aware of processes available, via the LA, for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	As required	
Improve the format of pupil IEP's	Targets written in easily understood language.  Targets broken into smaller steps.	Parents understand and can support pupils in meeting their targets.	Ongoing	