

Ashford Park Primary School



Disability Equality Scheme

Reviewed March 2014

Ashford Park Primary School

Disability Equality Scheme

Disability Discrimination Act 2005

The duty to promote disability equality, or the **general duty** (of the DDA 2005), requires all schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and others
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

Our Disability Equality Scheme will outline how we will fulfil this duty and include a set of specific, measurable, achievable, realistic and time bonded targets in the form of an action plan.

A definition of disability can be found in appendix 2.

School Context

Ashford Park is a two form entry primary school situated in a residential area, close to Heathrow Airport. The catchment is currently mixed, consisting of pupils who live close to the school and others who travel from further afield eg, Staines, Laleham, Hounslow. The school has a Centre for children with moderate learning difficulties and 19% of the whole school population is on the SEN register. Six pupils are currently registered disabled.

School Premises

The school premises are located on a large site. It is made up of four single storey buildings which are accessible to wheelchair users. The school has

disabled toilet facilities for both staff and pupils. There are designated parking bays for disabled users

Where we are now: How the school currently supports disabled users

When considering current and planned provision and support for disabled pupils, staff, parents/carers and other users of the school, the school and the Governing Body have due regard to all applicable policies and procedures, in particular the Equal Opportunities Policy, the Behaviour and Anti Bullying Policy, the Special Educational Needs ("SEN") Policy and the Recruitment Policy. The family of each new child joining the school is offered a private appointment prior to joining at which point parents/carers are able to discuss any medical, social or emotional concerns about their child which might affect their education so that the school can put in place appropriate measures to support that child when they join. The Early Years teachers also visit local feeder nurseries in the Summer Term to assist the transition of children into Reception in September. The School operates an open door policy for members of staff wishing to discuss any concerns they have regarding a medical condition or disability. The school liaises with the manager of the after-school club on an ongoing basis to ensure that the needs of any disabled users are catered for.

School's Duty

The governing body has a duty to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- produce and publish a **Disability Equality Scheme** to show how they will meet these duties.

The governing body is required to plan to increase access to education for disabled pupils in three ways, by:

- 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
- adapting the delivery to disabled pupils where appropriate, of information which is provided in writing for pupils who are not disabled.

THE DISABILITY EQUALITY SCHEME

Ashford Park Primary School - 2010 to 2014

School's Aims and Values

At Ashford Park Primary School we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. The achievement of all pupils and students will be monitored on the basis of disability and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

- At Ashford Park Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- Ashford Park Primary School aims to identify and remove barriers to disabled pupils in every area of school life.
- Ashford Park Primary School has high ambitions for its disabled pupils and expects them to participate in all aspects of school life.
- At Ashford Park Primary School our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement.

The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

At Ashford Park Primary School we will work actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:

- Building on our culture of listening to and respecting the views of pupils, staff, parents and others;
- Challenging stereotyping and prejudice whenever it occurs through positive educational experiences and support for each individual's point of view and in so doing promote positive social attitudes and respect for all within the school community;
- Encouraging disabled pupils, parents/carers, staff and other users of the school to become involved in the development of our Disability Equality Scheme and in setting priorities for our Action Plan on an ongoing basis;
- Providing appropriate training and information about disability equality to pupils, staff, parents/carers;

Roles and Responsibilities

This Disability and Equality Scheme links to other specific policies and action plans that the school produces including the School's Raising Attainment Plan, Learning and Teaching Policy, Equal Opportunities Policy, Inclusion Policy, CPD Policy, Behaviour for Learning Policy, Anti-Bullying Policy and Special Educational Needs Policy.

This Disability Equality Scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them.

Promoting disability and equality and raising the achievement of disabled pupils is the responsibility of the whole school staff.

Introduction to this Disability Equality Scheme will be included in our induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

The Governing Body will:

Lead the school in the implementation of this Disability Equality Scheme and the annexed Action Plan;

Regularly maintain, review and update this Disability Equality Scheme and annexed Action Plan with the Headteacher and School Leadership Team and evaluate the impact on pupils, staff and parents/carers;

Deal quickly and fairly with any complaints of discriminatory treatment which are brought to the Governing Body in accordance with Surrey complaints procedure.

The Headteacher and School Leadership Team will:

Ensure that this Disability Equality Scheme has a high status within the school;

Liaise with the Governing Body on the outcomes of its monitoring;

Deal quickly and fairly with any complaints of discriminatory treatment which are brought to the Headteacher in accordance with the procedures set out in the Surrey's Complaints Policy.

All staff will:

Be informed of the key principles in this Disability Equality Scheme and ensure that they are implemented effectively;

Model respectful and positive attitudes towards disabled pupils, staff, parents and carers and encourage pupils to do likewise.

Pupils will:

Show respectful and positive attitudes towards disabled pupils, staff and parents/carers.

Parents and carers will:

Support the school in its commitment to the principles, aims and objectives underlying this Disability Equality Scheme which will be outlined in the Home School Agreement.

Encourage pupils to show respectful and positive attitudes towards disabled pupils, staff, parents and carers.

Training

All staff and governors will receive training on the Disability and Equality Scheme and their responsibilities under it.

All pupils will be given an overview of the scheme following its formal adoption and will be given instruction around their responsibilities.

Breach of the Policy

Any behaviour by pupils, staff, parents/carers or other users of the school which is in conflict with the principles and aims of this Disability Equality Scheme will be actively challenged and dealt with in accordance with the appropriate school policy and procedures.

Involvement of disabled pupils, staff and parents

In preparing this Disability Equality Scheme the school has been mindful of the need to involve disabled people not only as a legal requirement but more importantly as a means of ensuring that those whose equality this scheme is intended to promote should play an active part in identifying and agreeing priorities. All staff, governors and parents/carers of pupils currently at the school were contacted by letter and invited to give their views through a questionnaire. These views informed the development of the scheme and generated specific ongoing objectives for our Action Plan.

Information Gathering

The school has a number of procedures in place under which information is gathered regarding staff (including recruitment of staff) and pupils and this information is used to analyse the effects of the school's policies and determine whether changes need to be made to their content or to their manner of implementation.

Attainment targets are set for every pupil in the school and each pupil's progress is tracked against those targets on a half termly basis. In addition the school seeks to actively monitor behaviour and interactions between pupils and to improve social relationships between all pupils in accordance with the school's Personal, Social and Health Education ("PSHE") Policy, and Equal Opportunities Policy.

Information gathered in accordance with these policies will be used to support the review of the Action Plan for this Disability Equality Scheme and to inform subsequent schemes

Assessing the impact of policies

At Ashford Park Primary School we will fulfil this duty by ensuring that whenever a policy becomes due for review due regard will be had for the principles, aims and objectives of this Disability Equality Scheme.

In addition, impact of current practices are assessed and evaluated through; feedback from pupils/parents/carers, half-termly monitoring of pupils' academic progress, IEP reviews and Statement annual reviews.

Main priorities for Ashford Park Primary School's Disability Equality Scheme and Action Plan

The school is fully committed to the principles, aims and objectives set out in this Disability Equality Scheme and has developed a three year Action Plan to take them forward. The Action Plan is attached as Appendix 1 .

Publication

This Disability Equality Scheme will be made available to all staff, pupils, parents/carers and members of the public via the school's website and in the school reception area, with printed copies available from the school office on request.

Reporting

The school will report annually on this Disability Equality Scheme to the Governing Body .

In particular, reporting on what progress has been made in implementing the Action Plan, evaluating the impact and any further action necessary.

Reviewing and revising the scheme

This Disability Equality Scheme will be reviewed in its entirety on a three year cycle.

APPENDIX 2: DEFINING 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.'

The definition covers a much larger group of children than most people think. A report from the Cabinet Office (2005) *Improving the Life Chances of Disabled People*, draws on estimates that suggest that about 772,000 children in the UK are disabled, equivalent to 7% of all children.

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.

Mental and physical impairments

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 an 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 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.