

Gorse Covert Primary School

Disability Equality Scheme **2016 -19**

Mission Statement

At Gorse Covert 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 and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

This scheme should be read in conjunction with the Accessibility Plan; Anti-Bullying Policy; Admissions policy; Courtesy and Behaviour Policy; Education Visits Policy; SEN Policy; Policy for Equality and Diversity;

Legal requirements/role of Governing Body

Under Part 5A of the DDA governing bodies are required to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body of Gorse Covert Primary School will promote equality of opportunity for young people and adults.

In addition, duties in Part 4 of the DDA require the governing body to increase access to education for disabled pupils in 3 ways:

- 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;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Accessibility Plan

The school's accessibility plan outlines the school's vision and values for improving children's access to the curriculum, to the environment and to information provided by the school (attached at the end of this document)

What do we understand by "disability"?

At Gorse Covert Primary School we promote disability equality and prepare all our young people for life in a diverse society. We use the term 'disabled' to refer to 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.

We do not interchange **the term disabled** with the phrase **special educational needs** although we appreciate that many pupils with SEN will also have disabilities.

We use the DDA the definition of impairment to include hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- ‘physical impairment’ which includes sensory impairment;
- ‘mental impairment’ which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

We believe that an impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil’s ability to carry out normal day-to-day activities that has to be considered.

In relation to normal day-to-day activity the test of whether an impairment affects normal day-to-day activity is whether 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 risk of physical danger

The core value of Gorse Covert Primary School in relation to disability is to actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons –This means not representing people in a demeaning way, and it also means not pretending they don’t exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons.
(DDA 2005 S.49A)

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

In the development of our Disability Equality Scheme, Gorse Covert Primary School has consulted with staff , governors, LA staff, parents of disabled pupils and community user group

representatives, to determine their priorities for the school with regards to disability equality over the next three years. This consultation took the form of:

- Focus group meetings
- Questionnaires
- Open discussions

Gathering Information

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. At Gorse Covert Primary School, the following information is monitored:

- How many disabled children are in school and what impairments are represented
- Part of our admissions data collection will include the question e.g. 'does your child have any learning difficulty, medical need or disability?'
- We will keep data relating to disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.) staff who have rights under the DDA
- Attendance data is kept on pupil attendance at extra curricular activities (%) to monitor provision on equal access to activities
- All our children are invited to take part in all educational visits including the residential visits and every effort is taken to accommodate each child's individual needs.
- Attendance data of all children is monitored on a fortnightly basis and patterns of non attendance are recognised and followed up
- Exclusions are very rare, but will be monitored to ensure inclusion practices

Assessing the impact of school policies

In order to ensure that action is taken to meet the Disability Equality Duty, Gorse Covert School will review all policies on a rolling programme as highlighted in the school's action plan and will take into account views gathered from all stakeholders, including those with disabilities, in assessing the impact of school policies

(See action plan)

Meeting the six duties

At Gorse Covert Primary School we aim to meet the requirements of the 6 duties by:

Promoting equality of opportunity:

- awareness raising and staff training;
- keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- Improving communication.
- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning.
- Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.

(see action plan)

Eliminating harassment and bullying

- raising awareness amongst staff and pupils of disability-related harassment;
- understanding the nature and prevalence of bullying and harassment;
- recognising and addressing bullying and harassment;

- involving pupils themselves in combating bullying;
- reviewing school anti –bullying policy and procedures
- ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
- the use of SEAL materials;
- If a number of incidents have been prevalent within a particular year group,
- use circle time, story time or assembly to investigate and address the issue
- with all pupils.

(see action plan)

Promoting positive attitudes

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by challenging negativity;
- by ensuring representation of disabled people in senior positions in the school;
- through the curriculum – SEAL/PSCHE/RE;
- through positive images in school books and other materials;
- ensure that disability is represented in posters, collages, displays and learning materials;
- Inviting disabled members of the community/organisations to talk to children.

Encouraging participation in public life

- where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.
- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

Taking steps to meet disabled people’s needs, even if this requires more favourable treatment

- additional coaching or training for disabled pupils, staff or parents;
- special facilities for disabled pupils at breaks and lunchtimes if / where required;
- A policy of interviewing all disabled applicants who meet the minimum requirements for a job.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Gorse Covert Primary School has drawn up an action plan which outlines how the requirements of the DDA 2005 will be met. This action plan has been written in consultation with disabled people as outlined above. (See action plan below)

Monitoring and reporting

The action plan will be reviewed on an annual basis by the Governing body in consultation with stakeholders.

At the end of the three year cycle the Disability Equality Scheme will be reviewed and a new scheme agreed and implemented.

Details of how copies of the school’s Disability Equality Scheme can be obtained will be made available in the school prospectus and on the school web site.

Governors will report annually on the success and progress of their scheme and copies of this report will be available from the school office and web site.

Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Gorse Covert Primary SCHOOL: Action Plan 2016 – 2019

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date for completion
Increase access to the curriculum for pupils with a disability	Visual timetables Adjusted timetables Adjusted PE sessions Use of ICT as an aid All children access out of school activities Needs met of all individuals during statutory end of KS2 tests Programmes in place for visual or hearing impairment Access to SEND consultant advice fortnightly.	To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate.	CC	Review needs by end of July 17. Training plan for 17-18.
Improve and maintain access to the physical environment	One storey building Slopes to raised areas Disabled parking space Loop system available Disabled toilet Dyslexia friendly classrooms	Review classrooms and outdoor areas to ensure meets requirement of Equality Act 2010	Review buildings and grounds for improved disabled access eg. doors	Buildings and Grounds committee	End of July 17.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date for completion
Improve the delivery of written information to pupils and parents	Access to information in paper format and on website Visual overlays Coloured paper	Ensure that all parents and other members of the school community can access information	Source alternative formats for key information	HT	Start of academic year 17-18.

Access Audit

Feature	Description	Actions to be taken	Person responsible	Date for completion
Number of storeys	1 (plus HT's office on 2 nd floor)	Head to meet parents in Community Wing if not able to access office	HT	
Corridor access	Doors manual only. Not all are wide enough for access of wheelchair.	Fit push button doors	HT B&G committee	Summer 2018
Lifts	0			
Parking bays	1 with lowered kerb			
Entrances	Double doors to allow wheelchair access	Push button doors	B&G committee	Summer 2018
Ramps	1 raised access with ramp and hand rails			
Toilets	1 disabled toilet on site			
Internal signage	Standard signage	Consider alternative signage for visually impaired	HT	End of Autumn 2017
Emergency escape routes	All compliant with DDA			