

BRIZE NORTON PRIMARY SCHOOL

Disability Equality Policy and Scheme

THE DUTY TO PROMOTE DISABILITY EQUALITY IN SCHOOLS

The Disability Discrimination Amendment Act (2005) introduces a new positive duty on the public sector to promote disability equality. This new legal duty means that, alongside their existing duties, schools will have to take proactive steps to promote disability equality for pupils, employees, and service users. The duty is central to improving the experiences and outcomes of disabled people in the education system. The prime responsibility for making sure the duty is met lies with schools governing bodies.

The duties apply to disabled pupils, staff, parents and members of the public who may use the school's facilities. Schools will need to identify pupils, parents and staff likely to be considered disabled under the Disability Discrimination Act.

Introduction

Brize Norton 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 Brize Norton 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. 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.

Disability Equality in Education (DEE) recommends that all pupils with 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.

How Disabled People have been involved in the scheme

Brize Norton 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 as they are recorded on SEN data base and Medical Health registers. We have held discussions with these children about their views towards themselves and the school.

Disabled staff:

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. There were no key issues identified – however, we will ensure that surveys are completed annually and, when new staff begin working in school, an audit of their requirements will be conducted as part of the induction process. These results will inform items on the action plan.

Disabled parents/carers:

We have asked all parents/carers to identify any barriers and how we could improve the way we meet their needs. No parents registered any exceptional needs. We recognise that one of our priorities will be to further explain the DDA definition of disability and foster relationships that are conducive to disclosure by parents/carers. This will involve thinking carefully about ways of information gathering.

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 school has the following arrangements in place for gathering information about the performance of the school on disability equality.

	Strategy	Date
Pupil Achievement	Analysis of all performance data	Termly
	Analysis of IEP progress	Termly
	Reviews of Health Care Plans (if appropriate)	Annually
Learning Opportunities	Analysis of access to extra curricular activities (e.g. trips, residential and clubs)	Termly
	Analysis of learning inclusion, involvement in all activities	Termly

	e.g. school council, productions, sports day	
Admissions, Transitions and Exclusions	Analysis of exclusion records External agencies liaison e.g. Speech and Language Therapist. School to School liaison e.g. Y6 to Y7 induction visits. New SEN children supported through SENCO attending external agency meetings prior to admission. Newly admitted pupils monitored.	Termly Annually Annually Ongoing Ongoing
Social Relationships	Analysis of Bullying Incident Records.	Termly
Employing, Promoting and Training Disabled Staff	Analysis of Training records Staff Disability questionnaire	Annually Annually

Educational opportunities available to and achievements of disabled pupils

In pre-transfer discussions parents are consulted as to how their child's needs can be best met.

Home visits are conducted if appropriate in addition to Pre-School visits and introductory meetings with the Headteacher for all inwardly mobile children and families, to ensure details of children's disabilities are discussed. Detailed transfer programmes are drawn up in consultation with parents, teaching staff from both schools and outside agencies where applicable (for example for those children with statements of educational need or medical conditions).

Details of disabled children with significant needs are discussed with all adults working in school and specific training if appropriate is planned for relevant staff.

The school's list of children with special educational needs records the number of children in each category of need. The names of those children not at School Action or School Action Plus phase or who have a statement of educational need, but who are/or have been of concern for any reason, are listed for all staff in each year group.

Details of particular, non-confidential, day to day needs are kept inside the school register for the benefit of supply teachers. For example, children with medical needs such as allergies, and children who wear glasses. This is to ensure they can provide appropriate educational opportunities and any additional support for the identified children.

All preparation, planning and assessment of teaching and learning takes into account the requirements of children's disabilities with reasonable adjustment made in areas such as differentiation of resourcing or learning style. For example, picture enhanced communication methods such as visual time-tables for those with language difficulties. Short-term planning indicates those children with particular needs, and the type of teaching method to be employed.

Reasonable adjustments are made to the timetable when required for instance reduced hours, rest periods in the day or phased returns after absence.

The school's pupil tracking system monitors the attainment of all children and individual targets are set in response. The SENCO, who is the Headteacher, and staff, review the progress of those children with special needs and Individual Education Plans (IEPs), Pupil Development Plans or Pastoral Support Plans are drawn up in consultation with pupil, parent or carer and outside agencies if appropriate.

The emotional care of all pupils is high priority in school and developed through classroom circle time, our PSHE curriculum and the SEAL project. Classroom initiatives like "Worry Boxes" or similar, self-esteem questionnaires and conferencing allow children to communicate any concerns and interventions to foster issues such as self-esteem, anger management and conflict resolution are available. Children who are socially vulnerable are noted for extra care from staff at break times and alternative activities can be arranged. Playground buddies help to include all children at playtimes.

Children with disabilities are able to access special arrangements for SAT tests, should they meet the statutory criteria to qualify for extra time, a reader or a scribe. Children are trained beforehand so that they are able to take full advantage of these arrangements.

The school promotes and monitors access for children with disabilities on all school visits, social events, such as PTA events, and residential trips. Individual risk assessments are compiled to facilitate positive inclusion. Children with disabilities are represented in positions of responsibility like the School Council and the Eco Action Team.

Intervention programmes, extra supported visits and informal liaison meetings are arranged to foster successful transfer to secondary school and other establishments.

The school monitors the number of children with disabilities accessing school clubs and actively promotes the inclusion of children in clubs both in and out of school. For example, parents, carers or family members are offered the opportunity to go with their child to clubs or to ask for the support of an adult in school or a "buddy" to help their child settle in the club. Reasonable adjustments are made to which year group may attend a certain activity. Parents can request staff support in finding links to other families who may be involved in clubs outside school that would benefit pupils with disabilities.

Pupils with disabilities are offered especially planned opportunities to meet their needs, for example during our residential in Swanage.

How we will assess the impact of our policies?

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 all policies.

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.

Date: September 2008

Reviewed September 2010

Full review: September 2011

BRIZE NORTON PRIMARY SCHOOL DISABILITY EQUALITY SCHEME ACTION PLAN 2010

Possible Disability Equality Issue	Situation at present	Action/objective	Timescale	Person(s) involved	Monitoring
Consultation	<p>Induction and transition arrangements ensure that medical details for all pupils are held in school. Parents are asked to up date these annually or when appropriate.</p> <p>Identification of disabilities other than SEN is ascertained by parent nomination.</p>	<p>Review methods of identifying pupils with disabilities. Engage more closely a parent and pupil focus group.</p>	Autumn 10	Headteacher and 2 appointed governors	Register of disabilities identified
Pupils' attainment and progress	<p>The achievement of all pupils (attainment and progress) is tracked each term through the use of teacher assessment and testing. The school expects the highest standards from all pupils. Intervention strategies are used to support any child who is not attaining or making the progress expected regardless of any disability.</p>	<p>Continue to track all children and analyse the attainment of progress of groups of children. Embed the use of assessment for learning in all subjects.</p> <p>Ensure all achievements are tracked not just those which are academic.</p>	Ongoing	Teachers and teaching assistants	Tracking data each term analysed by the headteacher with governors to assess the impact of quality first teaching and intervention strategies.
Teaching and learning	<p>All staff ensures that the classroom is an inclusive environment. We take account of all pupils' experiences and starting points and are responsive to different learning styles. Pupil groupings are planned and varied to reflect the needs of learners. All pupils are encouraged to become independent learners; self assessing how well they are doing in class. There are no perceived inequalities.</p>	<p>Ensure that all teachers and TAs are aware of the QCA General Inclusion Statement. Ensure that planning reflects all disabilities not jus those children with SEN.</p> <p>Ensure that reasonable adjustments are identified and made where necessary.</p>	Ongoing	Teachers and teaching assistants	Monitoring of planning and lesson observations
Curriculum	<p>The school curriculum is inclusive to all. Disability issues are raised through the use of a variety of texts in Literacy, through aspects of PSHCE. The school has carried out work with Western Corner to produce a 'Disability Charter' over a series of weeks.</p>	<p>Ensure that medium term plans and weekly plans include resources which deal with aspects of disability. Evaluate the impact of such resources on different groups.</p>	Ongoing	Teachers and Headteacher	Monitoring of planning Discussions with pupils
Pupil participation Responsibilities Clubs Sports	<p>All after school clubs and sport activities are inclusive to all pupils at present regardless of disability. Sport plans show how reasonable adjustments can be made to include all. After school clubs are planned with staff to ensure that all can take part. The School Council, Eco-team and other groups is inclusive to children with disabilities.</p>	<p>Ensure that sport events (inter-school) and clubs include opportunities for all. Monitor the uptake by pupils with a disability.</p>	Record each term and review	Headteacher	Monitoring of uptake records to feedback to governors
Staffing	<p>Recruitment – all positions advertised are open to suitably qualified and experienced people. Applications are judged strictly on merits. Points are given to each candidate based on how their</p>	<p>Audit current staff to ascertain any hidden disabilities. For identified staff look at how reasonable arrangements can</p>	Autumn 10 Ongoing	Headteacher	Analysis of applications Staff audits and discussions

