

Baines' Endowed Primary School and Children's Centre, a Church of England Academy - Disability Equality Scheme

1. Introduction

This scheme outlines the ways in which our school and children's centre are going to meet the duty to promote disability equality for disabled pupils, staff and parents.

As Christians we firmly believe that everyone in our school or children's centre is of equal and great worth both to God and to us, regardless of their ability or disability. We also recognise that together we are stronger and so our mission statement states:

With God's help we work, grow and succeed together

Hence we recognise the entitlement of every child in nursery and school to have full access to a broad, balanced and differentiated curriculum appropriate to their age and stage, irrespective of their particular needs. So we aim to provide quality learning experiences within a happy, purposeful, stimulating environment where each child is encouraged and inspired to fulfil his or her potential. Similarly our Children's Centre seeks to support all families and to help all take an active part in the community in which they live. We strive to foster a caring family atmosphere, where children take responsibility for their actions and learn to support and encourage others.

At Baines' Endowed School and Children's Centre we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school, nursery or children's centre. 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 staff 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. At Baines' we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Disability Equality Scheme (DES) is drawn up as a response to the Disability Equality Duty (the Duty) which was introduced into the Disability Discrimination Act (1995) in 2005. The Duty sets out:

- A general duty to promote disability equality, which applies to all public authorities
- A specific duty, which applies to particular public authorities, including schools, to prepare and publish a disability equality scheme (DES) showing how it intends to meet the above general duty.

Our school policy sets out a framework within which the teaching and non-teaching staff can operate. This document is designed for all teaching staff, all staff with classroom responsibilities, nursery and extended service staff, our admin team, school governors, inspection teams, the wider Trust and LA adviser/inspectors. Copies are provided in both school and children's centre staffrooms, in the offices, for the Chair of the Buildings Committee (to be made available upon request to any Governor) and for the Head teacher (to be made available on request to supply teachers, support staff, trainees teachers and parents.) An additional copy is kept in the office for the Trust, LA advisers or inspection teams.

2. Aims and Objectives

Part 5A of the DDA requires the Governing Body to

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use/visit the school or may wish to.
- Prepare and publish a DES to show how they will meet this duty.

This scheme and the accompanying action plans set out how the Governing Body will promote equality of opportunity for disabled people.

Part 4A of the DDA requires the Governing Body to plan 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.

This scheme, the School Accessibility Plan and the accompanying action plans set out how the Governing Body will increase access to education for disabled pupils.

3. Definition of Disability under the DDA

“A person has a disability if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.”

Part 1 para 1.1

To fall within the Act a person must be substantially affected by their disability in one of the following capacities:

- mobility
- physical co-ordination
- manual dexterity
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing, eyesight
- memory or ability to learn, concentrate or understand
- perception of risk or physical danger.

Some people who do not come within the capacities definition will nevertheless be considered disabled. These include:

- those with a disfigurement
- those with cancer
- others who have had a disability in the past
- those people with a progressive condition once the symptoms appear eg HIV, MS
- those with a mental impairment which may include those with challenging behaviour
- those with long term medical needs eg epilepsy, diabetes

This definition was broadened in December 2005 (the Disability Amendment Act 2005) to include:

- All those with cancer or surviving cancer
- Those with HIV or multiple sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.

Definitions taken from DEE 2006 R. Reiser

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

4. Involvement of Disabled Pupils, Staff and Parents.

Involving disabled people is a requirement of the process of drawing up a DES. Baines' School and Children's Centre have considered carefully how to involve disabled:

- pupils
- staff
- parents, carers and other users of the school

4.1 Disabled Pupils

We initially attended training provided by Disability Equality in Education, which considered the links between SEN, medical needs and disability. We followed their guidance: "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 the day-to-day activities." DEE 2006 R. Rieser

Our inclusion team looked carefully at how to involve these groups of children and decided informal information gathering in small groups with adults they were very familiar with was the most appropriate way to gather their views, particularly for younger pupils.

4.2 Disabled Staff

The Headteacher shared information on the Duty, the definitions of disability and the DES at an INSET day with all staff. Those staff who preferred to speak to the Headteacher privately were given that option. Similar information was shared with the Governing Body.

Staff were invited to speak to the Headteacher confidentially if they felt they should be identified as disabled under the definitions above. All staff for whom we have made reasonable adjustments to enable or support a return to work were considered to be disabled unless they specifically asked not to be.

All staff were involved in the creation of this DES. Staff identified as disabled were invited to be involved further in discussions to ensure their needs are met through the DES.

4.3 Parents, carers and other users of the school/centre

This was by far the most difficult group to identify and involve. It felt intrusive to send a letter out asking parents and carers to identify themselves as disabled under the definitions given above. So adults who had already developed a positive relationship with parents we thought might be interested in this area, spoke on an individual basis specifically about disability and accessibility. Those who were interested in these issues were then asked to consider being involved in the creation and review of this DES.

To involve the wider local community, the Children's Centre displayed information inviting comments from all people, but particularly those who would be interested in becoming involved in planning or reviewing this scheme or those who saw themselves as disabled.

We also started to create this DES at the same time we were completing our IEP reviews and so involved parents of children with disabilities in discussions about how effective our DES was in meeting their children's identified needs.

5. Monitoring

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. The following will be monitored:

- Presence of disabled pupils eg. which groups are represented in school
- Participation of disabled pupils across the life of the school eg in extra curricular activities, in positions of responsibility
- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability & satisfaction rates in staff surveys etc)

6. Recruitment, development and retention of disabled employees

The information gathering duty applies to all job applicants and those working at the school. School will collect information on new staff through the process outlined by Cidari, our MAT, including the provision of a guaranteed interview. School will collect information on existing staff, as detailed in section 4.2. School will analyse our staffing structure to show how disabled staff are represented amongst different groups of employees, at different levels within the school and amongst those who leave the school.

7. Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools will aim to make this information available in an accessible format (read aloud) so that parents or carers who may be, for example, visually impaired or unable to read, can access the information.

We appreciate that events for parents and carers such as open evenings, meetings with teachers etc. should be held in accessible parts of the building; however our school has numerous small staircases (3 or 4 steps) which could present difficulties for some. For parents or visitors with mobility difficulties there are other entry points which ensure every classroom can be reached without needing to negotiate stairs (Reception and Year 1 through reception main door, Years 1 and 2 from infant playground, Years 3, 4, 5 & 6 via the hall or front door door). We also arrange meetings in different locations when required. Wheelchair space is available during every performance or presentation in the hall and we make special arrangements as requested to enable parents and members of the community to attend.

Hiring transport

School staff will be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Election of parent governors

The election of parent governors is now covered by the DDA 2005, so governors ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates are not able to claim that they were not elected simply because they were disabled.

Governing Body

The governing body activities are applicable to all Governors and so the school must ensure that they can participate fully in school life.

8. Implementation

In order to ensure that action is taken to meet the Disability Equality Duty, Baines' School and Children's Centre have drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section.

This scheme will be published and copies made available to all staff, members of the Working Group and Governors. Parents will have access to the scheme via consultation evenings. The school will additionally provide a copy to anyone asking for it.

Action Plan

The following action plan outlines what will be achieved in the next 3 years with regards to meeting the Disability Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact be monitored?	How often will monitoring take place?	Responsible for implementing the action?	Start date	Completion date
2016-17							
Promoting equality of opportunity between disabled and other people	Ensuring procedures and policies are in place to monitor the presence, participation and achievement of disabled pupils.	*Update the register of disabled pupils, all staff made aware of register. *Monitoring/tracking of standards/progress to include disabled alongside gender/ethnic etc. *Monitor how many children on this register access events/extra curricular ops. *Ensure information recorded on pre school profiles-nursery. *Information available in centre to support parents of disabled children	Records updated regularly. Improving participation noted and reported	Register updated annually New children added immediately if appropriate Annual monitoring of standards of different groups. Termly monitoring of individual progress and access to opps/events	Advice from school nurse. JS and SLT reporting to Govs' committee as appropriate.	Sep 2016	July 2017 but aspects ongoing once established
Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability	Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders	*Incidents recorded in dedicated file as well as on usual bullying records *Parents of offenders informed (treated in same way as racist incidents). *Regular offenders further action taken eg referrals to EWIST/ exclusion.	Ongoing monitoring of behaviour/ bullying incidents. SLT to review impact.	Monitoring of behaviour reports monthly Termly monitoring of bullying incidents Termly review of data gathered.	NS/behaviour team reporting to SLT	Sep 2016	July 2017 but aspects ongoing once established
Promoting positive attitudes towards disabled people	Use the school/ children's centre environment to promote positive attitudes to disability.	*Ensure that disability is represented in posters, displays & learning materials *Reading material/role play resources to include disability	Audit of resources	Annually	SLT All subject leaders	Sep 2016	July 2017
Encouraging	Ensure that disabled	*Audit the current position.	Record kept of	Annually	All staff	Sep 2016	ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact be monitored?	How often will monitoring take place?	Responsible for implementing the action?	Start date	Completion date
participation in public life by disabled people	pupils/parents/carer are represented and encouraged to participate.	* Monitor involvement of all pupils in class assemblies, plays, events *Special arrangements to be made for parents re parent meetings, performances etc.	activities undertaken Risk assess to make specific ref to special arrangements made.				
2017-18							
Promoting equality of opportunity between disabled and other people	Ensuring that talents of disabled pupils are recognised and represented through provision maps and IEPs.	*Provision maps and IEPs updated regularly *Matching across from provision map to G&T register *Ensure appropriate information recorded on pre school profiles (nursery).	Registers updated regularly and matched to ensure talents of disabled pupils are recognised as appropriate	Annually	AC/AK DR AA All teaching staff	Sept 2017	ongoing
Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability	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.	*Monitor number of incidents within each class *Implement initiatives such as circle time, story time or assembly *Build into SEAL work as appropriate *Anti bullying week to focus on difference	Evaluation of lesson plans Less incidents reported	Ongoing weekly and termly analysis	All staff AC/AK SAW/JL/NS AA	Sept 2017	ongoing
Promoting positive attitudes towards disabled people	Celebrate and highlight key events linked to disability.	*Promote through assemblies, PSHCE, posters, ICT resources, events such as the Paralympics, Deaf Awareness Week and Learning Disability Week. *Review of PSHCE curriculum	Monitoring of planning Impact in greater awareness of events/opps for disabled.	Annually	SLT and teaching staff	Sept 2017	ongoing
Encouraging participation in public life by	Encouraging disabled parents and staff to be represented in	*Monitor CPD records to ensure staff identified as disabled are encouraged to	Ongoing monitoring of events and CPD.	Annually	SLT	Sept 2017	ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact be monitored?	How often will monitoring take place?	Responsible for implementing the action?	Start date	Completion date
disabled people	responsible roles in school.	undertake training and develop skills. *Ensure disabled rep on school council. *Ensure all events have disabled access built into the risk assessment					
2018-19							
Promoting equality of opportunity between disabled and other people	Increase awareness of the ways in which parents of disabled children and young people can help to support their learning.	*Through workshops for all parents - family learning. *Update equalities policy *SEN team leading coffee mornings to support parents. *Access to support groups. *Ensuring all the above are accessible to all.	JS reporting to Governors	Annually	JS AK/AC All staff	Sept 2018	ongoing
Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability	Raise awareness of unlawful discrimination and harassment.	*Review & adjust policies. *Further awareness raising and through staff training raising expectations. *Awareness raising amongst parents - make policy available, comments on Baines' bulletins. * Consult extensively in reviewing this policy and the Accessibility Plan.	Less recorded incidents of discrimination and harassment.	Termly	JS, SLT and all staff	Sept 2018	By July 2019
Taking steps to meet disabled people's needs, even if this requires more favourable treatment.	To meet the needs of all disabled people.	*First aid family learning to support targeted families. *Consider using sportsability to increase sporting access for disabled pupils and to support other children in understanding their needs. *Ensure family learning activities accessible to all. *Additional support in nursery/school to meet need	More disabled people fully involved in school life. Additional activities targeted at disabled pupils.	Annually	JS Inclusion Team and all staff	Sept 2018	Ongoing

9. Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions. The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual evaluation through the development planning process will outline the progress of the Disability Equality Scheme and assess the implementation of the action plan for effectiveness. This evaluation will be shared with the Governors' Buildings Committee, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

This plan was written in July/August 2016. It was presented to the Governing Body for approval.

All policies/plans at Baines' Endowed Primary School and Children's Centre, a Church of England Academy will be reviewed annually and modified on a regular basis at least every three years.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on the following sheet adding the date and signing where indicated.

Name of Person responsible - Miss Jo Snape

APPROVED BY GOVERNING BODY: _____

DATE: _____

Date	Proposed Amendment	Signed

APPENDIX 1: 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.