



# **DISABILITY EQUALITY SCHEME**

**2016 – 2019**

# Disability Equality Scheme

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

At Burtonwood we are committed to ensuring equality of education, opportunity and treatment for all pupils and adults involved in the school community. We want to ensure that disabled people are able to participate fully in school life and develop a culture that is fully inclusive and celebrates diversity. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

Our vision for Burtonwood CP School is for everyone at the school to respect and support each other in a warm and welcoming community. This will allow everyone to develop to their potential and strive for excellence in every aspect of their learning. The school sets high ambitions for all children and expects all children to access the full curriculum, allowing them to make the best possible progress with their learning.

The school will not tolerate any harassment of or discrimination against disabled persons.

### **1.1 What do we understand by “disability”?**

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.” (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.
- All pupils with SEN and those with long term medical needs

The school understands that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs.

## **1.2 Strengths & Weaknesses**

The school is proud of its record in ensuring equality of opportunity for all children in its care. Consultation with parents has highlighted that the school community welcomes pupils with disabilities and treats them with the respect and kindness, which is due to every child. The school ensures that, where possible, every child can access the full curriculum, including extended services. Parents are pleased that the school treats disabled children as individuals and is flexible in responding to their child's needs. This is underpinned by excellent communication between the school and parents/carers. The school is constantly striving to improve its provision and the Disability Equality Plan sets out how we will implement these improvements.

## **2. The General Duty**

The school will 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
- 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)

## **2.1 The Specific Duty**

The specific duty regulations require authorities, including schools, to produce and publish a Disability Equality Scheme, to implement the Scheme and to report on it. In Warrington it makes sense to combine the Disability Equality Scheme with the Accessibility Plan.

- a school should publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties
- a school should involve disabled people in the development of the Scheme
- the Scheme should include a statement of:
  - the way in which disabled people have been involved in the development of the Scheme
  - the authority's methods for impact assessment
  - steps which the authority will take towards fulfilling its general duty (the "action plan")
  - the authority's arrangements for gathering information in relation to employment, and, where appropriate, its delivery of education and its functions
  - the authority's arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing subsequent Disability Equality Schemes
- a school must, within three years of the Scheme being published, take the steps set out in its action plan (unless it is unreasonable or impracticable for it to do so) and put into effect the arrangements for gathering and making use of information
- a school must publish a report containing a summary of the steps taken under the action plan, the results of its information gathering and the use to which it has put the information.

## **3. Implementation of General and Specific Duty**

This Disability Equality Scheme sets out our key actions over the next three years to integrate disability equality into all aspects of school life. These actions will reflect the school's aim to promote disability equality and eliminate discrimination, bullying and harassment in all aspects of school life and the community. This plan addresses our specific duties under the Disability Discrimination Act 2005.

### **3.1 Involvement of Disabled People in Developing the Scheme**

The Disability Equality Scheme has been written in consultation with parents of disabled children, children, governors, teachers and other staff in school.

### **3.2 Management, Coordination and Implementation**

The Buildings, Health and Safety Committee and the School Improvement Committee will have overall responsibility for oversight and monitoring of this plan and acting in accordance with their terms of reference.

The SEN Governor will have specific responsibility to ensure that the school is meeting statutory requirements as set out in the Disability Discrimination Act 2005.

The Headteacher has overall responsibility for the management and implementation of this plan.

All members of staff at the school share responsibility for ensuring all learners are fully included in all aspects of school life

Monitoring will include:

- Numbers of disabled children, parents and staff
- Admissions, transitions, exclusions to check that children with disabilities are not over represented in exclusion figures
- Progress of children with disabilities
- Consultation with parents of disabled children
- Lesson observations
- Involvement of disabled learners in extended services
- Social relationships between disabled and non-disabled pupils

### **3.3 Eliminating harassment and bullying**

The school will ensure that any harassment, bullying and discrimination by pupils or adults is dealt with in accordance with our anti-bullying policy

### **3.4 Reviewing the Scheme**

The scheme must be reviewed and publicly commented upon each year and revised at least every three years.

**Burtonwood Community Primary School**  
**Action Plan to Promote Disability Equality 2016 – 2019**

**(i) Promote Equality of Opportunity between disabled persons and other persons**

<b>Implementation process (Actions)</b>	<b>Person Responsible</b>	<b>Time Scale Start and End dates</b>	<b>Resources/costs</b>	<b>Monitoring</b>
To ensure that all policies and practices promote inclusion and equal opportunity	Head teacher	Ongoing	None	Governing Body to ensure policies reflect inclusion/equal opportunities priorities
Ensure all stakeholders can access information signposting opportunities for children	Head teacher	Ongoing	None	Consultation with parents to ensure accessibility to information
Ensure all staff receive training relevant to needs of school community	Head teacher SENCO	Ongoing	Training and supply costs	CPD records

**(ii) Eliminate discrimination**

<b>Implementation process (Actions)</b>	<b>Person Responsible</b>	<b>Time Scale Start and End dates</b>	<b>Resources/costs</b>	<b>Monitoring</b>
Ensure that all staff and visitors are aware of school policies/protocols and that they are adhered to	Head teacher and Governing Body	Ongoing	None	Regular staff meetings to reinforce policies/protocols Updated staff handbook Equality statement on web-site
Raising awareness among pupils and staff of impact of discrimination on disabled people through curriculum including PHSE and SEAL	PHSE coordinator SENCO	Annual event	Budget to resource themed days/curriculum projects	Yearbook evidence Impact of disability awareness events through pupil interviews/questionnaires

Provide opportunities for parents and children to comment on school ethos and performance	Head teacher	Termly consultation	None	Parents Evenings Pupil interviews Parent Forums
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### (iii) Eliminate harassment related to disability

Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Resources/costs	Monitoring
Record incidents where appropriate	Head teacher	Ongoing	None	Records as evidence <i>i.e. Bullying Log, Headteacher Report to Governors</i>
Ensure all relevant Policies / Protocols are adhered to (i.e. Anti-bullying Policy Behaviour Policy) and amended in line with DDA 2005	Head teacher and School Governing Body.	Ongoing	None	Amended policies state that the policy has been reviewed with due regard to the <a href="#">Disability Discrimination Act 2005</a> Monitoring of Policies shows compliance with key procedures

### (iv) Promote positive attitudes to disability

Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Resources/costs	Monitoring
Raising disability awareness among staff and pupils through curriculum activities such as disability awareness days/visitors/PHSE and SEAL	PHSE coordinator SENCO	Annual event Spring Term 2017 onwards	Budget to resource themed days/curriculum projects	Yearbook evidence Impact of disability awareness events through pupil interviews
Use of display to convey key messages on inclusion and positive attitudes to disability	All staff	Sept 2016 onwards	Budget to provide resources	Monitoring displays around school

Inviting disabled visitors into school/raising money for charities linked to disability	All staff	Sept 2016 onwards	None	Impact on pupils analysed through pupil interviews/questionnaires
Promotion of school ethos through role models, display and PHSE/SEAL curriculum	All staff	Ongoing	None	Evidence from Ofsted reports Observations of children's behaviour around school

**(v) Encourage participation by disabled people**

<b>Implementation process (Actions)</b>	<b>Person Responsible</b>	<b>Time Scale Start and End dates</b>	<b>Resources/costs</b>	<b>Monitoring</b>
To consult disabled children and their parents about enhanced opportunities and participation in after-school clubs	Office manager	Sept 2016 onwards	Extended services budget	To monitor attendance through club registers
To ensure disabled child can fully access residential programme	SMT/all teaching staff	Sept 2016 onwards	Pupil Premium funding if appropriate	Monitor attendance of residential programme, evidence of appropriate risk assessments and action taken to ensure every child can participate successfully.
Ensure disabled pupils have the opportunity to participate fully in all aspects of school life such as School Council, whole-school events	Head teacher	Sept 2016 onwards	Budget if participation requires additional funding	Monitor participation by individuals to ensure equality of opportunity



**(vi) Take steps to meet disabled people's needs, even if this requires more favourable treatment**

<b>Implementation process (Actions)</b>	<b>Person Responsible</b>	<b>Time Scale Start and End dates</b>	<b>Resources/costs</b>	<b>Monitoring</b>
Audit of physical environment in relation to access by pupils/parents/carers with an identified disability	Head teacher Governing Body	Sept 2016 ongoing	Building Maintenance budget  Devolved Formula capital	Audit trail showing that necessary changes to physical environment have been made to ensure pupil's needs with identified disabilities have been met.
Ensure appropriate Healthcare plans are established and adhered to / initial risk assessment on entry into school for disabled pupil takes place	Head teacher  SENCO	Sept 2016 ongoing	SENCO budget	Records are in place and regularly monitored
To ensure the school works closely with other agencies to meet the needs of disabled pupils and parents/carers	SENCO	Sept 2016 ongoing	SENCO budget	Records are in place and regularly monitored
To ensure staff have received the relevant training to ensure that they can meet the needs of pupils with disabilities	Head teacher  SENCO	Sept 2016 ongoing	SENCO budget	Observation of teaching and learning to check that learning needs are being met. Monitoring of pupil passports with pupil consultation.

**Burtonwood Community Primary School**  
**Action Plan to Promote Accessibility 2016 – 2019**

**(i) Improvements in access to the curriculum**

<b>Implementation process (Actions)</b>	<b>Person Responsible</b>	<b>Time Scale Start and End dates</b>	<b>Resources/costs</b>	<b>Monitoring</b>
Ensure any review of curriculum enhances accessibility by pupils with disabilities	Head teacher All teaching staff	Sept 2016 ongoing	None	Monitoring of new curriculum to ensure full accessibility for pupils with disabilities
Implement staff training such as Inclusion Development Programme to improve access to curriculum	Inclusion coordinator	Sept 2016 ongoing	Training costs	Observation of teaching and learning to check that learning needs are being met. Monitoring of pupil passports with pupil consultation.

**(ii) Physical improvements to increase access to education and associated services**

<b>Implementation process (Actions)</b>	<b>Person Responsible</b>	<b>Time Scale Start and End dates</b>	<b>Resources/costs</b>	<b>Monitoring</b>
To improve access into school for disabled pupils and parents/carers through a ramped entrance	Head teacher Governors Building committee	Access improved by July 2017	Building maintenance budget	To ensure there is wheelchair access into building.
Audit of physical environment in relation to access by pupils/parents/carers with an identified disability	Head teacher Governing Body	Sept 2016 ongoing	Building Maintenance budget Devolved Formula capital	Audit trail shows that necessary changes to physical environment have been made to ensure pupil's needs with identified disabilities have been met.

To continue to provide a disabled parking bay and ensure it is accessible to disabled users	Head teacher	Sept 2016 ongoing	None	Consultation with disabled parents/carers to ensure they have access to disabled parking
Identify and implement appropriate healthcare plans / multi agency referral systems / CAF's	Head teacher SENCO	Sept 2016 ongoing	SENCO/Building budget	Record of healthcare plans / referrals
Ensure facilities for disabled pupils and parents are maintained	Head teacher Governors Building committee	Sept 2016 ongoing	Building maintenance budget	Termly inspections of building by Governors Building committee Consultation with disabled members of school community

**(iii) Improvements in the provision of information in a range of formats for disabled pupils**

<b>Implementation process (Actions)</b>	<b>Person Responsible</b>	<b>Time Scale Start and End dates</b>	<b>Resources/costs</b>	<b>Monitoring</b>
Use of disability audit to identify strategies to ensure pupils and parents can access information from the school	Head teacher	Sept 2016 ongoing	Training, use of specialist support where appropriate	Implementation of required communication strategy (e.g. Braille, translation, large print) to meet identified needs of pupils and parents/carers
Update website to ensure that information relating to disability is made explicit	ICT coordinator	Sept 2016 ongoing	None	Website monitoring