

Duke Street Primary School

Disability Equality Scheme

At Duke Street 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. At Duke Street, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This scheme should be read in conjunction with the following documents: *SEND information Report, SEND Policy; Behaviour Policy; Education Visits Policy;; Safeguarding policy*

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 Duke Street 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 (please

see appendix 1). There are also further details regarding our accessibility arrangements outlined in the SEND policy, SEND information report and school offer.

What do we understand by "disability"?

At Duke Street 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 use the DDA 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 Duke Street 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)

Further details regarding our school philosophy for inclusion and how we meet the needs of pupils with disabilities can be obtained from the SEND policy and SEND information report in coincidence with legal requirements and the Code of Practise (2014).

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.

These systems will be monitored closely so that the school can improve communication with and involvement of disabled people to inform future DES planning.

Involvement of parents/carers and other agencies is a vital part to ensuring that we successfully meet the needs of pupils with disabilities. The SEND policy and information report clearly outline the routines within school for communicating with parents/carers and other agencies.

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 Duke Street Primary School, the following information is monitored:

- *How many disabled children in school/what impairment groups represented / not represented*
- *How you collect information on disability of new pupils as part of admissions e.g. 'does your child have any learning difficulty, medical need or disability'*
- *Achievement of pupils by disability*
- *Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)staff who have rights under the DDA*
- *Attendance at extracurricular activities*
- *Involvement in educational visits including the residential visit*

- *Behaviour Logs on CPOMs*
- *Participation in assemblies/school council*
- *Participation in class/positions of responsibility in class/school*
- *Any feedback from surveys/questionnaires*
- *Attendance*
- *Exclusions*

The school also monitors its provision in the following areas and pays regard to:

The role of a school as a service provider

Contact with parents and carers

Open evenings

Hiring transport

Assessing the impact of school policies

In order to ensure that action is taken to meet the Disability Equality Duty, Duke Street Primary 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

Meeting the six duties

At Duke Street Primary School we aim to meet the requirements of the 6 duties through:

Promoting equality of opportunity

- ⊕ *by awareness raising and staff training;*
- ⊕ *by keeping a watchful eye on the impact of policies;*
- ⊕ *reviewing and adjusting policies;*
- ⊕ *raising expectations and considering elements of 'Preparation for Adulthood' outcomes;*
- ⊕ *Improving communication.*
- ⊕ *Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;*

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;
- ⊕ If a number of incidents have been prevalent within a particular year group, use PSHE or assembly to investigate and address the issue with all pupils.

Promoting positive attitudes

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- through positive images in school books and other materials;
- ensure that disability is represented in posters, collages, displays and learning materials;
- celebrate and highlight key events such as the Paralympics,
- 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;
- A policy of interviewing all disabled applicants who meet the minimum requirements for a job.

Priorities for 2018 - 2022

- ⊕ Accessibility onto and off main site under the canopy
- ⊕ Ensure accessibility to school field is maintained, through working with neighbours and or signage as appropriate.
- ⊕ Consider accessibility implications should the expansion of the school to admissions number of 60 be agreed by LA
- ⊕ Ensuring all entrance and exit points are fully accessible for wheelchair users.
- ⊕ Continue to embed core values in daily school life
- ⊕ Monitor any incidents through CPOMS

Monitoring and reporting

The action plan will be reviewed 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 on the school web site.

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

The school Special Educational Needs and Disability Coordinator (SENDCo) will be lead professional for monitoring and reporting impact and progress made by children with disabilities and will oversee the provision which is provided for these pupils.

Appendix 1: Accessibility Plan Summary

A Entrance Approach	Safety barrier constructed.
B Car Park	Safe parking area for staff created in Phase 2
C External Circulation	Whole primary school under one roof for the first time, minimising external circulation. Access to annex upgraded to provide ramped access to front door, with covered link completed in October 2015.
D Main Entrance Reception	A centrally located reception/office area has now been created ramped for easier access. Hatch design to office is DDA compliant
E Assembly Hall	Hall, constructed to all latest building specifications regarding accessibility. Vision panels to internal doors. External doors in place.
F Teaching spaces	5 classrooms in FS/KS1 wing all have external doors. Larger than average size classrooms created.
G Library	Library created from Room 36
H SEND group	SEND room in place in annexe (TLC Room).
J Medical Room	Medical Inspection room constructed in summer 2011.
K Toilet / Changing	Disabled toilets built near hall, New toilet block & Medical Inspection room built out of old ICT suite in summer 2011
L Support Rooms	Staffroom relocated summer 2007. MI room established 2011. Nurture room established and, extended summer 2014 (See H).
M Corridors	Modernisation main block corridor completed summer 2014. All areas designed are DDA compliant.
N Internal Doors	Last remaining solid doors fitted with vision panels.

- P Fire Exits Ramps to ease egress now in place on front, rear and side elevations of front block and annexe building . All new classrooms have individual access directly onto new playground.
- Q Acoustics All teaching areas in phase 2 comply with latest acoustic requirements.
- R Lighting All new teaching and office areas in phase 2 comply with latest lighting requirements.
- S Playgrounds re surfaced summer 2012 and marked 2013

September 2021