



## St. Peter's Catholic Primary School Disability Equality Scheme

### 1. School Ethos. Vision & Values

*Through loving God, everyone at St. Peter's School is committed to creating a happy, loving and secure environment for learning, which has Christ at the heart of its community where everyone is valued and shows respect for each other.*

At St Peter's Catholic Primary School, we are committed to ensuring equality of opportunity for disabled children and adults. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in delivering or accessing our provision.

The achievement of children and adults with disabilities is monitored, along with that of all children and adults, and we use this data to raise standards. We will make reasonable adjustments to make sure that our environment is as accessible as possible.

At St. Peter's Catholic Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who access and deliver our provision.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

#### Introduction

Duties under part 5A of the DDA require the governing body to:

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

Duties in part 4 of the DDA require 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 school environment to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils and adults of information which is provided in writing for pupils and adults who are not disabled.

## Statements of current and planned practice for staff and governors

**Information** is collected on disability with regards to both children and adults. Data will be collected and analysed in September each year. The information gathered will be used to improve the provision of our services and to ensure equality of opportunity.

**Achievement** will be monitored by ensuring that the attainment and progress of each child with a disability is monitored against the average progress and attainment of children in our school. If our assessment suggests that disability is affecting children's progress, targets will be set and individual learning plans will be developed.

The career development, performance and well-being of disabled members of staff will be reviewed during year. For staff with disabilities all reasonable steps will be taken to address the affects and support the member of staff while in our school

**Participation** of disabled children and adults in the life of our school is important. This will be demonstrated as follows:

- The governing body will encourage and facilitate the inclusion of disabled adults in its main body and committees.
- School events (open days, outings) will be fully inclusive. Attendance of disabled children and adults is encouraged and any issues around inclusivity will be addressed.
- The Sites & Buildings Committee will examine the building for access and suitability and will inform the governing body about any areas identified for improvement in practice or provision.
- The Curriculum Committee will examine policies and procedures and will inform the governing body about any areas identified for feasible improvement in practice or provision.

**Bullying and harassment** of disabled children and adults is monitored by:

- Asking all staff in well-being interviews if they feel they are being bullied or harassed in any way
- Asking adults accessing our services if they feel that they, or their children have been bullied or harassed in any way
- Reporting the findings to the governing body and incorporating action into the centre improvement plan

**Disability** is portrayed positively in children's books, displays and discussions such as circle time and in adult learning activities.

**Annual events** such as Deaf Awareness week will be promoted in displays, within the curriculum, particularly themed weeks and days as well as through our worship themes.

**The environment** is as accessible as possible to children and adults. Open days and other events which parents or carers attend held in an accessible part of School. The school's accessibility plan shows how improvements will be made to the environment.

**Information** will be made available to adults in formats which are accessible if required. The disability focus groups will explore possibilities for development and publicity of this provision.

**Elections** for parent governors are open to candidates and voters who are disabled.

### Strengths

The school has made great strides in promoting equality in recent years through:

- ❖ The provision of full disabled toilet and changing bed.
- ❖ The development of a sensory room for the use of SEN children and other children.
- ❖ Inclusion of every child matters to meet the needs and abilities of all students
- ❖ Employment of high quality teaching assistants to support the children.

### **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 recognized has been removed.
- The 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.

We understand 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. The school recognizes that social, educational and behavioural difficulties are part of this definition.

### **The General Duty (DDA 2005 S.49A)**

We 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 -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.

### **3. How we will meet the General Duty & Specific Duty**

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

The main actions to be taken in the next three years to promote disability equality are described in the school's Accessibility Plan. This plan will run in conjunction with the School Development Plan and Buildings Development Plan and will be subject to revision and amendment at the end of the three year period.

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

Responsibility for developing this scheme lies with the head teacher, SENCO, a School Governor, parent of disabled child.

##### **Developing a voice for disabled pupils, staff and parents/carers**

Disabled pupils and their parents and other disabled members of the school community will be involved in devising, monitoring and evaluating this scheme.

Pupils and their parents will have a direct voice into this scheme through review with the head teacher and **IEPs**.

#### **3.2 The Governing Body**

Membership of the Governing Body is open to all eligible persons irrespective of disability.

Members of the Governing Body are encouraged to visit school to aid monitoring of measures taken to ensure that Every Child Matters.

#### **3.3 Removing barriers**

See the School's Accessibility Plan.

##### **Disability in the Curriculum, including teaching and learning**

See the School's Accessibility Plan.

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

See Anti bullying policy

The school has adopted LA policies on harassment at work. The school's Anti Bullying Policy is regularly monitored and reviewed by a team of staff, parents, Governors and students. The latest policy is available directly from the Head Teacher.

## **a Reasonable Adjustments**

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non - disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan, however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents.

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom
- in the school curriculum
- at all times and in all parts of the building

And when

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

### **3.4 School Facility Lettings Use by the community and PTFA etc**

Recent developments to improve accessibility of the school to disabled users have brought benefits to community users. It is important that community users have full access to all areas of school and hirers/users are asked to discuss their requirements with school staff when booking premises

### **3.5 Link with outside agencies**

The school draws on the expertise of Educational psychologist, LEA SENDO, speech therapy department, occupational therapy department and a teacher for the deaf/deaf role model.

#### **3.5a Transferring School**

The school will develop a plan for transferring school by involving all relevant parties in information sharing. The relevant parties may consist of parents, experts and staff at both the new and previous school. This may take place during transition between primary or High School or when a child transfers school through their time at primary. Pupil's in the child's new school will be helped to understand the disabilities of the new child and how they can welcome and support them in their school.

### **3.6 Information, Performance and Evidence**

The school will collect data annually to help monitor the impact of its policies. Data collected will include information on

- a. Pupil Achievement
- b. Learning Opportunities - i.e. take up of courses/external visits
- c. Exclusions
- d. Social Relationships
- e. Employing, promoting and training disabled staff
- f. Training courses that staff have attended to best equip them to be confident in helping a child with disabilities

### **3.7 Reviewing/Monitoring**

The scheme will be monitored during the year through the Quality Assurance process and through annual review by a team of staff and Governors. The views of those pupils (and their parents) affected by the policy will be sought during IEP reviews and via other means if the pupil is not Statement-ed. There will be more formal evaluation at the end of the three-year cycle. The school will use the information gathered to up date and amend the policy, setting new targets in the accessibility strategy to further the aims of the school in this area.

### **3.8 Reporting**

In the annual report on our scheme we will report on:

- The progress we have made on our action.
- The effect of what we have done.

#### **Senior Member of Staff Responsible:**

The Head Teacher (Mrs A Heyes)

Day-to-day responsibility for the implementation and monitoring:

SENCO (Mrs J Hazeldine)

#### **Governors Responsible:**

Sue Shakespeare/ Susan Strachan

**Date of Scheme:** July 2017 **Next Review:** July 2019