

COALWAY COMMUNITY INFANT SCHOOL

DISABILITY EQUALITY SCHEME

Introduction

The Disability Discrimination Act 2005 required all public authorities, including schools, to produce and publish a Disability Equality Scheme.

The purpose of the Disability Equality Scheme is to improve equality of opportunity for all disabled people using the school. Coalway Community Infant School's Disability Scheme aims to demonstrate how we as a school will ensure that the requirements of the Disability Discrimination Act 2005 are met.

Coalway Community Infant School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery.

This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment.

What do we understand by 'disability'?

'Disability is a physical or mental impairment which has a substantial and long-term 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 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 recognised has been removed.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be included as disabled for the purposes of the Act and for equality (including those with sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer). Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

School Priorities

- Learning – all pupils are taught according to need.
- Environment – we have an Accessibility Policy which ensures that the obligations under the DDA are entirely congruent with the school's obligations to deliver high quality learning opportunities and provision of care for every member of the school community.

Our Accessibility Plan sets out our work to remove barriers – physical, communication and curriculum by:-

- increasing the extent to which disabled learners can participate in the school

- curriculum;
- improving the environment of the school to increase the extent to which disabled pupils, parents, carers and staff can take advantage of education and associated services;
- making available the delivery of written information to disabled pupils, parents, carers and staff.

We will further develop our Accessibility Plan as part of our Disability Equality Scheme to promote disability equality in the other areas for disabled pupils, staff, parents or carers by questioning, challenging, removing barriers, making reasonable adjustments and linking the outcomes to our policies and our School Improvement Plan.

The school promotes equality through:

- Accessible buildings.
- Adherence to the SEN Code of Practice to meet the needs and abilities of all students.
- Provision mapping for children with Special Educational Needs or disabilities.

The General Duty

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;
- 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 S49A).

How we will meet the General Duty and 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.

Developing the Scheme

An annual review will take place at the beginning of each academic year to include a review of the previous year's action plan and formulation of an action plan for the next year. A breadth of people will be involved in the drawing up and monitoring of the action plan, to include:

The Head Teacher

SENCo

A Teaching Assistant/Teacher who is/has been involved with pupils with disabilities

SEN Governor.

A review of the Accessibility action plan will be incorporated in to the DES review, evaluation and monitoring of the success of the plans to take account of those areas listed on Page 4 of the Accessibility policy. Parental feedback and the views of disabled pupils will also be incorporated.

Gathering information will be an ongoing process. We will collect data about disability over time and analyse our policies and procedures in the light of our findings.

The SEN register shows all students with SEN and a register of those with a disability will be produced and maintained. Coalway Infant School recognises the range of barriers and discrimination faced by pupils with a disability and understands the need to make extra provision to tackle these. The duty requires the school to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people. The school will also keep including pupils by asking them what they want on an ongoing basis.

My Plans detail how targets and needs are met. These have review dates.

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.

Removing barriers

See school's Accessibility Plan.

Disability in the Curriculum, including teaching and learning

Positive attitudes will be encouraged by a behaviour policy which makes reasonable adjustments for disabled pupils.

The awareness of Every Child Matters and the SEN Code of Practice ensures inclusion of all children.

The school will ensure all teaching staff are aware of the QCA General Inclusion Statement and that they apply it in their planning and teaching.

Eliminating harassment and bullying

See the school's Anti-Bullying Policy.

The school has adopted Local Authority policies on harassment at work.

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 actions 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 Action 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.

Mid-day Supervisors and Teaching Assistants

- are aware of disability issues, including harassment and bullying;
- are aware who has food allergies;
- are aware of pupils with disabilities and strategies to support them;
- TA's are also aware of My Plan targets and support provision within these;
- TA's are also made aware of parents with disabilities.

Information, Performance and Evidence

The school will collect data annually to help monitor the impact of its policies. Data collected will be analysed to inform the inclusion of disabled pupils, staff and other users of the school.

The performance of the school on disability will be monitored as follows:-

(a) Pupil Achievement

Is information collected on pupils based, not only on special education, but for all those pupils who are disabled?

(b) Learning Opportunities

Is target setting in place for pupils with learning difficulties?

(c) Admissions, Transitions

Are reasonable adjustments made for disabled pupils and their carers?

(d) Social Relationships

What does the school do to improve social relationships between disabled pupils and also non-disabled pupils? Can this be monitored? How can the school show improvements?

(e) Employing, promoting and training disabled staff

Is there monitoring of the promotion and training of disabled staff as well as nondisabled staff?

Assessing impact, reviewing and monitoring

The scheme will be monitored during the year through an annual review by staff and governors. The views of those pupils (and their parents) affected by the policy will be

sought during parents' evenings, My Plan, My Plan Plus or EHCP reviews.

The school will use the information gathered to annually review the effectiveness of the actions taken, update and amend the policy and set new targets in the accessibility strategy to further the aims of the school in this area.

Date	November 2018
DES Review Date	November 2021
Action Plan Review date	November 2019
Senior members of staff responsible	Head Teacher and SENCO
Governor responsible	SEN nominated governor
Ratified at Governors meeting 29.11.18	

N.B. Reference should also be made to the school's SEND Offer and Accessibility Policy

29/11/18

Action plan reviewed in conjunction with Accessibility policy and plan **November 2018**

Action Plan review date: November 2019

DISABILITY EQUALITY SCHEME ACTION PLAN 2018-19

(N.B. Action plan altered following November 2018 review)

Priority	Action Required	Success Criteria	Timescale	Responsible Person(s)
Monitor feedback from pupils, carers, staff and users	Sampling Questionnaire Annual review Parent's evening feedback My Plan evidence	Information collected and evaluated. Parents evening teacher feedback. Individual feedback.	Ongoing feedback and sampling Annual parent questionnaire July each year My Plan/EHCP review feedback 2/3x/yr	SENDCO, DES annual review group
Training and its monitoring and evaluation	HT/SENDCO arrange specific training/professional support relevant to individual needs	Training ongoing/complete Individual needs being met, Performance management/ professional development targets met	Ongoing according to individual and staff needs	Head Teacher /SENDCO
Make reasonable adjustments for teaching and learning, break times, clubs and educational visits	Make adjustments for individuals, Timetabling of support	Adjustments made	Ongoing	Head Teacher /SENDCO, all staff
SEND register maintained	To be completed by SENDCO & Administrator	Register in place, updated in line with review outcomes	Register updated in line with Census and SEN reviews	SENDCO Administrator
Disability register maintained	To be completed by SENDCO	Register in place	Annual review, ongoing updates	SENDCO
To provide relevant support for parents with disability needs	Staff to provide initial support, HT, SENDCO/FSW to support and signpost to relevant agencies	Improved parental confidence and capacity. Support mechanisms established	Ongoing 3x/yr review between FSW, SENDCO and HT	Head Teacher SENDCO Family Support Worker (FSW) Staff

N.B. See also Accessibility Action Plan