



C of E Primary School

Disability Equality Scheme

To be reviewed March 2012

Disability Discrimination Act 2005

The duty to promote disability equality, or the general duty (of the DDA 2005), requires all schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and others
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

Our Disability Equality Scheme will outline how we will fulfil this duty and include a set of specific, measurable, achievable, realistic and time bonded targets in the form of an action plan.

School Context

Surrey Hills C of E Primary School is an Inclusive school where we cater for all abilities and needs. The presence or absence of SEN or disablement is not a factor in the admission of pupils. However, if we felt our buildings or resources were insufficient to ensure an effective education for any child, we may reserve the right to obtain advice from an outside agency or L.E.A. before offering a firm place.

The environment of the schools with their small classes, friendly atmosphere and range of resources provides ample opportunities for children to be treated as individuals whatever their ability or disability. Ramps are provided to give disabled children access to all areas of the school building and playground on the Abinger site and a lift is being included in the new build on the Westcott site to allow disabled adults and children to access the first floor classrooms..

Children are screened and their progress is assessed continuously and those found to have special gifts will be offered challenges. Those that need extra help because of educational, physical or psychological reasons, will be provided with individual programmes of work to enable them to achieve and gain self-esteem through the staged procedures as stated in our School S.E.N. Policy. Progress against targets is monitored regularly. At all times parental involvement is essential and encouraged and specialist help is available from the County if required, i.e. the Educational Psychologist, the Visually Impaired Unit, Portage and the Learning and Language Support Service

School's Duty

The governing body has a duty to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- produce and publish a Disability Equality Scheme to show how they will meet these duties.

The Disability Equality Scheme

The governing body is required to plan to increase access to the education for disabled pupils in three ways, by:

- 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.

Disability is defined in Appendix 1.

THE DISABILITY EQUALITY SCHEME

Name of School: Surrey Hills C of E Primary School

Three Year Period Covered by Plan: March 2011 – March 2014

School's Aims and Values

At Surrey Hills C of E Primary School we:

- are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. The achievement of all pupils and students will be monitored on the basis of disability and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.
- believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- aim to identify and remove barriers to disabled pupils in every area of school life.
- have high ambitions for its disabled pupils and expects them to participate in all aspects of school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

We will work actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:

- ensuring that all policies reflect our commitment to supporting children, staff and parents with disabilities in all aspects of school life
- providing personalised learning for all children and setting individual targets
- providing opportunities within the curriculum for children to gain an insight and understanding of the diversity in our world today.

Roles and Responsibilities

This Disability and Equality Scheme links to other specific policies and action plans that the school produces including the School Development Plan and Accessibility Plan.

This Disability Equality Scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. **Promoting disability and equality and raising the achievement of disabled pupils is the responsibility of the whole school staff.**

Introduction to this Disability Equality Scheme will be included in our Staff Handbook and in our induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

The Headteacher and Leadership team will ensure the curriculum is accessible to all children and monitor its impact. They will also collect tracking data for all pupils and analyse this to inform future planning for individual children.

The Governing Body will ensure that all policies will include a disability assessment and that any physical, curriculum or other issues limiting safe access to good learning identified will be prioritised for resolution by the Premises and Development Committee and reported to the Governing Body.

All staff will plan progression for all children, differentiating activities as necessary and track achievements against targets. They will discuss individual problems with the SENCO and plan an IEP with her to support the child.

Pupils will when age appropriate, have opportunity to feedback on their personal progress and feelings.

Parents and carers will have opportunity to express their views, commenting on the support given and progress made. They may wish to seek further professional advice from the Multi – Professional Team, accessed through the Dorking Confederation if necessary.

Training

All staff and governors will receive training on the Disability and Equality Scheme and their responsibilities under it. It will be co-ordinated by the designated lead staff and governing body members.

Our present pupils are too young to fully understand the Scheme but as our children move through the Junior age range we will be give them an overview of the scheme and give them instruction around their responsibilities.

Breach of the Policy

If any of the stakeholders were in breach of this policy we would gain advice from the LA Personnel Department as to what action may be needed. This may result in disciplinary procedures being put into motion.

Involvement of Disabled Pupils, Staff and Parents

At the time of writing we have no disabled members of staff and very few pupils or parents.

We will annually invite staff and parents to declare if they have a disability and would like to work with us on reviewing this policy and monitoring the action plan. We ask parents to declare pupil disabilities upon application to the school.

Information Gathering

Our recruitment procedure ensures careful monitoring. Reasons for non-selection are recorded and are available for scrutiny. Our present staffing is representative of the schools' communities.

All staff are performance managed and opportunities are given for open discussion.

Targets are agreed at a personal level for individual growth and development whatever their ability or disability.

Exit interviews are offered.

Pupil Achievement

The schools' policies ensure that all pupils including disabled pupils achieve to their potential through suitably differentiated learning opportunities. Individual tracking will monitor progress.

Social Relationships

The relevant social, emotional and health policies foster positive and non-discriminating behaviour. This is monitored through observation and responses made during circle times.

Admissions, Transitions, Exclusions (including SEBD)

When any vulnerable child transfers to the next school a programme of induction would be agreed to ensure smooth transition. There would also be close communication between the child's teachers and Special Needs Assistants and any involved Multi Professional Service.

To date we have not excluded a child from our school for any reason. If it was necessary to exclude a child, the reasons would obviously be looked at very carefully to ensure no discrimination has occurred.

Assessing the impact of policies

Because we have very few disabled pupils, parent or staff member it is difficult to measure the full impact of our policies. However we would carefully assess the impact of any modifications made in accessing the curriculum to enable individual progress.

Feedback from pupils, parents and carers would form part of this assessment as well as input from teaching and support staff and the SENCO.

Feedback from disabled staff would be gathered on the effectiveness of our policies in enabling to carry out their responsibilities successfully. We would also gather feedback from parents on our ability to ensure that they can access the school and school information.

Main Priorities for Disability Equality Scheme

Promoting Equality of Opportunity

We aim to give disabled pupils the same opportunities and choices as non-disabled pupils and ensure they can take part in all aspects of school life. All disabled staff will be given the same opportunities to develop their careers as non-disabled staff.

Disabled parents/carers will be given the same opportunities to access the school, its teachers and the information linked to their child's progress.

To achieve the above we will have to make modifications to present practice according to the needs of the person, eg having information evenings in a room that can be accessed by a wheelchair or fitting a loop system for deaf people. (See Accessibility Plan attached)

Eliminating Discrimination

We do not tolerate discrimination and we will achieve its elimination through:

- raising staff awareness
- monitoring impact of policies
- reviewing and adjusting policies as necessary
- improving communication.

Eliminating Harassment

Through our curriculum and assemblies we ensure that pupils are aware that bullying, name calling and teasing of disabled people are all forms of harassment and that this is not an acceptable form of behaviour.

Staff will also be trained to recognise harassment and bullying when it occurs and will know how to respond accordingly.

Promoting Positive Attitudes

When vacancies in the Governing Body, teaching and support staff arise at our school we will encourage disabled people to apply.

We will also encourage disabled children to stand alongside able children for a place on the School Council and Eco Group.

Taking Steps to Meet Disabled People's Needs

We would always provide the necessary requirements and/or adjustments to ensure full participation for disabled pupils, staff and parents in all aspects of school life even if it appears they are receiving more favourable treatment.

Making it Happen

We have attached the Disability Plan which outlines our three year programme.

Evaluation

We will evaluate the impact of the Plan annually within our Monitoring and Evaluation Programme in the School Development Plan and discuss its effectiveness with our School Improvement Advisor and OFSTED.

Publication

The Disability Equality Scheme will be available on our website and in hard copy upon request.

Reporting

We will annually report on the progress and effects of the Action Plan to the Governing Body at the summer term meeting. The Governors will include a report on our progress within their Annual Report to Parents, which they have decided to continue with, and in the School Prospectus.

DEFINING DISABILITY (Appendix 1)

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as being disabled. The DDA defines a disabled person as 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.'

The definition covers a much larger group of children than most people think. A report from the Cabinet Office (2005) *Improving the Life Chances of Disabled People*, draws on estimates that suggest that about 772,000 children in the UK are disabled, equivalent to 7% of all children.

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

Mental and physical impairments

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one 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.

Special Educational Needs and Disability

Though the definition of disability comes from the DDA and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

Accessibility Plan

The Governors of Surrey Hills C of E School are committed to providing purpose and direction to ensure all disabled pupils and personnel have equal access to all areas of school life. This is stated in our Mission Statement and Policies. We aim as required to remove any barriers for disabled pupils, staff and parents.

This plan runs alongside our Disability Scheme and outlines the Governors' duties as written in Part 4 of the DDA.

1. Not to treat disabled pupils less favourably for a reason related to their disability.
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
3. To plan to increase access to education for disabled children.

This plan sets out the proposals of the Governing Body of the school to increase to education for disabled pupils in the three areas required by the planning duties in the DDA.

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. At the time of the audit we have one disabled pupil (minor disability), no disabled teachers, support staff and parents. Therefore our audit of our present facilities and future provision can be built in as we monitor and review building maintenance, curriculum, environment and delivery of information. Outside advice and funding will be sought if necessary.

Improvements to Physical Environment

1. Radiators. Door frames and light switches in all areas need to be painted or framed in a contrasting colour.
2. Replacement furniture will always be a contrasting colour to the wall.
3. The walls in disabled toilets contrast to the fittings.
4. New signage will comply with requirements and any existing signage will be adapted to suit the needs of any disabled person who may be a part of the school in the future.
5. Notice boards and display areas will also be modified to any future requirements.
6. Step edges will be of contrasting colour.
7. Provision for entry will be reviewed as and when necessary.
8. Access routes and ramps are part of our Asset Management and Building Maintenance target within the School Development Plan.
9. In the future we could look at improving the access to the pond area on the Westcott site.

The areas prioritised will be in the School Development Plan.

Improvements to Delivering the Curriculum

Access to different areas of the curriculum may require the following improvements:

1. The need to fit a hearing loop as and when necessary.
2. Access to resources would need to be considered.
3. Signage to be at appropriate heights.

4. The child's position in the classroom can be adapted to fit in with their disability, e.g enabling clear vision to the board.
5. The teacher would further incorporate planning for different learning styles.
6. Advice on suitable learning resources would be sought and items purchased as necessary.

Extra curriculum activities would be reviewed bearing in mind the disabilities presented in the school. Learning providers would be informed of any child with a disability who would like to attend the club so they can consider the suitability of their activity.

We would like to ensure that they can access the wider school curriculum opportunities, such as swimming and school field trips by ensuring the necessary provision was in place.

Improvements in the Provision of Information

We are developing how children access learning activities both at home and school through Fronter, our Learning Platform.

We would adapt all written information and learning experiences to suit the needs of a disabled pupil, e.g. use of large print or Braille, Makaton and visual timetables.

We would access any support required through the Swift and Easy Access offered within the Dorking Confederation.

Monitoring and Review of the Effects of the Plan

As a part of our ongoing monitoring of the learning and achievements of the children we would monitor the progress of all groups, ensuring that they were able to access their entitlement successfully. We would analyse the results data and adapt our provision as we do for all our children.

Any significant changes would be put into our Accessibility Plan and the School Development Plan. Consultations with pupils, parents, the outside agencies and the Diocese and the Local Authority would take place as appropriate and their input would be used when formulating the Action Plan.

This Plan will be made available upon request and will be reviewed every three years or earlier if the need arises.