



Disability Equality Scheme

Next review: Spring 2022

Introduction:

The Disability Discrimination Act 2005 requires schools, when carrying out their functions to have due regard to the need 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, and
- Take steps to take account of disabled persons disabilities even where that involves treating disabled persons more favourably than their non-disabled peers

**A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. Please see Appendix A for more detail.*

This Disability Equality Scheme sets out the ways in which St. Wilfrid's CE Primary School will meet its general and specific duties.

Our Access Plan already lays out the plans to increase access for disabled pupils in line with the planning duties in the Special Educational Needs and Disability Act 2001. *Please see Appendix B*

Involving Disabled People

St. Wilfrid's CE Primary School has involved disabled people in the development of this Scheme by:

- * Consulting disabled members of the local community
- * Eliciting the views of disabled pupils
- * Discussions at School Council meetings

Gathering Information

At St. Wilfrid's CE Primary School will continue to gather information to ensure that policies and practices meet the legal responsibilities of the Disability Equality Duty through the following means:

- Children's personal and medical information form
- Individual Education Plans and Individual Behaviour Plans
- Letters/notes/reports from other Professionals (ie: Paediatrician)
- Regular consultation with Parents and Governors

The recruitment, development and retention of disabled employees

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To ensure this happens we use

- safeguarding children guidance, the use of application form data and stating in adverts that the post is suitable for all including the disabled.
- guidance from initial information gathering that facilities are in place.

Educational opportunities available to disabled pupils

At St. Wilfrid's CE Primary School we ensure inclusion of each pupil in our day to day educational running. We value the contribution every child and adult connected with the school has to make. Some of the ways we ensure inclusion are:

- Providing a curriculum that presents challenges
- Encouraging participation in extra-curricular activities
- Making alternative provisions
- Ensuring attendance of disabled pupils on residential visits and clubs
- When planning takes place, ensuring that all have equality of opportunity to access the curriculum.
- All extended school activities allow full participation of disabled pupils.
- We use visual timetables and some 'signs and symbols' related to Makaton and BSL.
- Depending on the nature of the residential, by providing extra staffing access to as much as is reasonable.
- Providing relevant and up to date training for teaching and non-teaching staff

Please see Appendix C for more detail.

Achievements of disabled pupils

At St. Wilfrid's CE Primary we celebrate all our pupil's and staff's achievements be they social, sporting, academic etc. Achievement is celebrated in the following ways:

- Regular praise and encouragement throughout the school day
- Golden Box assemblies
- Head Teachers reward book
- Show and Tell in classrooms
- Articles in the local press
- Informing parents/carers of exceptional work/other achievement
- Regular monitoring of individual targets
- Reviews of IEP's/IBP's

Information on disabled parents, carers and others using the school

St. Wilfrid's CE Primary School does not hold formal records on disabled parents, carers or others using the school. However we seek to be fully inclusive through the following means:

- Making the school as accessible as possible through the Accessibility Action Plan
- Finding out prior requirements for parents etc and implementing action to make necessary changes

Impact assessment

St. Wilfrid's CE Primary School is keen to ensure that none of its policies and practices disadvantage disabled people.

All policies are reviewed on a regular cycle and are reviewed in line with practices on disability equality.

Action Plan

Please see our School Accessibility Plan to see what actions we are and plan to take to promote Disability Equality.

Appendix A – Definition of Disability

The definition of disability covers a wide range of impairments including Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health issues and incontinence. People with ADHD, Autistic Spectrum Disorders, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, Dyspraxia, Dyslexia, gross obesity and diagnosed eating disorders, and many more.....

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life

Appendix B **THE SPECIAL EDUCATIONAL NEEDS** **AND DISABILITY ACT (SENDA)**

From September 2002 it is unlawful to discriminate against disabled pupils (current or prospective) in the provision of education and associated services, and in respect of admissions and exclusions.

The legislation

There are two key duties

- ❖ Not to treat disabled pupils less favourably
- ❖ To Make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage

These duties sit alongside the SEN framework and the new planning duties. It strengthens the general duty to provide mainstream education for a child with special educational needs, where parents want it and where it is compatible with the efficient use of resources.

The Act describes the planning duties that require schools and LEAs to draw up accessibility strategies, (LEAs), and accessibility plans, (schools), to improve access to the curriculum,

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physical environment of schools to increase access to education and associated services and improvements in the provision of information.

The Secretary of State for Education has powers to direct schools and LEAs if an inspection of the LEA or OFSTED inspection of school finds that those inspected have not complied with the planning duties or have acted unreasonably in carrying out their duties.

Definition of Disability (as laid down by the Act)

A disabled person is described as “someone who has a physical or mental impairment, which has an effect on his or her ability to carry out normal day-to-day activities.” The effect must be:

Substantial (i.e. more than minor or trivial) and

- long term (i.e. for at least a year or as long as a person's life)
- adverse

This includes any physical or mental disability including sensory impairment. It also covers “hidden” disabilities such as mental impairment, mental health problems, learning impairment, dyslexia, epilepsy and people with severe disfigurement.

Discrimination is:

- treating a disabled pupil (current or prospective) less favourably for a reason relating to disability
- failing to make **reasonable adjustments** to admission arrangements and, in relation to education and associated services, to ensure that disabled pupils (current or prospective) are not placed at a substantial disadvantage compared with non-disabled peers.

It may be unlawful for a responsible body of a school to discriminate against a disabled pupil (current or prospective) at the school because of their disability in

- the admission arrangements
- terms on which it offers admission
- refusing or deliberately omitting to accept the application
- in the education or associated services provided for or offered to a pupil at the school

What is reasonable adjustment?

The Act says that a school discriminates against a disabled child if it fails to (to the detriment of the child and without justification) take reasonable steps to ensure those disabled pupils and disabled prospective pupils are not placed at a disadvantage in comparison to those who are not disabled.

The Act includes provision to protect responsible bodies from being liable to a claim of discrimination if they didn't know that a pupil was disabled, and if they couldn't reasonably be expected to have known (the “lack of knowledge defence”).

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Schools will need to be proactive in seeking information about disabled pupils, otherwise they may not be able to claim lack of knowledge. This could include schools creating an inclusive atmosphere where pupils and parents feel able to disclose information about disability and staff feel able to discuss this with them. In cases where a member of staff has been informed about a pupil's disability it is the responsibility of that person to share that information appropriately. If this is not done then the responsible body may not be able to rely on lack of knowledge defence.

Appendix C **INCLUSION AT ST. WILFRID'S**

Building the Community

- Everyone is made to feel welcome
- Students help each other
- Staff collaborate with each other
- Staff and students treat one another with respect
- There is a partnership between staff and parents/carers
- Staff and governors work well together
- All local communities are involved in the school
- There are high expectations for all students
- Staff, governors, students and parents/carers share and nurture a philosophy of inclusion
- Students are equally valued
- Staff and students treat one another as human beings as well as occupants of a 'role'
- Staff seek to remove barriers to learning and participation in all aspects of the school
- The school strives to minimise all forms of discrimination

Developing the school for all

- Staff appointments and promotions are fair
- All new staff are helped to settle into the school
- The school seeks to admit all students from its locality
- The school, wherever possible, makes its buildings physically accessible to all people
- All new students are helped to settle into the school
- The school arranges teaching groups so that all students are valued
- All forms of support are co-ordinated
- Staff development activities help staff to respond to student diversity
- 'Special Educational Needs' policies are inclusion policies
- The Special Educational Needs Code of Practice is used to reduce the barriers to learning and participation of all students
- Support for those learning English as an additional language is co-ordinated with learning support
- Pastoral and behaviour support policies are linked to curriculum development and learning support policies
- Pressures for disciplinary exclusions are decreased
- Barriers to attendance are reduced
- Bullying is minimised

Learning and Resources

- Teaching is planned with the learning of all students in mind
- Lessons encourage the participation of all students
- Lessons develop an understanding of difference
- Students are actively involved in their own learning
- Students learn collaboratively
- Assessment contributes to the achievements of all students
- Classroom discipline is based on mutual respect
- Teachers plan, teach and review in partnership
- Teaching assistants support the learning and participation of all students
- Homework contributes to the learning of all
- All students take part in activities outside the classroom
- Student difference is used as a resource for teaching and learning
- Staff expertise is fully utilised
- Staff develop resources to support learning and participation
- Community resources are known and drawn upon
- School resources are distributed fairly so that they support inclusion
- Construction and use of IEPs are a collaboration of school, pupil and parent. There must be clarity of purpose.

Appendix D – Notes on Accessibility

St. Wilfrid's CE Primary's School's Aims for the Curriculum

The curriculum should be balanced, broadly based and aim to:

- provide opportunities for all pupils to learn and achieve;
- promote pupils' spiritual, moral, social and cultural developments and prepare all pupils for the opportunities, responsibilities and experiences of life.

For equal access for all pupils the school aims to:

- enable pupils to interact and communicate with a range of people;
- enable pupils to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect;
- promote self-advocacy or use a range of systems of supported advocacy;
- prepare pupils for adult life in which they have the greatest possible degree of autonomy and support them having relationships with mutual respect and dependence on each other;
- increase pupils' awareness and understanding of their environment and the world;
- encourage pupils to explore, to question and to challenge;
- provide a wide range of learning experiences for pupils in each key stage to their age.

The school aims will inform the development of curriculum plans.

Those with specific difficulties will have access to all the above wherever it is practicably possible.

Providing for pupils' personal priority needs.

Some pupils have therapeutic or paramedical needs. Provision for these is a legitimate and essential element of the curriculum and should be planned for. This provision enhances individual pupils' readiness to learn in many ways for example by:

- supporting the accurate identification and assessment of individual needs in language and communication;
- grouping pupils so they learn effectively;
- helping pupils to maintain good posture, appropriate muscle tone and ease of movement, and encouraging the development, refinement or maintenance of skills of independent mobility;
- helping pupils manage eating and drinking;
- promoting relation and support to help pupils manage stress and anxiety;
- providing palliative treatments for painful or degenerative conditions to ensure pupils health and well being;
- promoting pupils' autonomy and independence through the use of specialist aids and equipment;
- developing pupils' self-esteem;
- allowing pupils' behaviour and alternative ways of communicating to be acknowledged and understood;
- considering pupils' physical needs in order to learn effectively.

The school acknowledges that the need for provision of specialist equipment and knowledge will be in partnership with outside agencies.

Increasing Access To All

- Preparation for entry to the school (admission)
- The curriculum – teaching materials (matt/font)
written materials
- Teaching and learning
- Classroom organisation
- Timetabling
- Grouping of pupils
- Homework
- Access to school facilities
- Activities to supplement the curriculum, for example, a drama group visiting the school
- School sports
- Breaks and lunchtimes
- The serving of school meals
- Interaction with peers
- Assessment and exam arrangements
- School discipline and sanctions
- Exclusion procedures
- School clubs and activities

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- School trips
- The school's arrangements for working with other agencies
- Preparation of pupils for the next phase of education
- Staff development
- Staff training
- Awareness meetings for pupils, parents, governors, staff

Improving Access to Physical Environment of Schools

- Accessible toilet
- Grounds maintenance
- Playground/path renewal – surfacing
- Seating of suitable design
- Check handrails
- Check width of doors.
- Design of layout of classrooms/furniture
- ICT equipment

Improving Delivery of Written Information to Disabled Pupils

- Teaching resources
- Font size
- Paper - colour
- Audio
- Welcoming signs at front of school
- Hearing impairments – sensory equipment
Other aids as necessary

Sources LA - Resource bases Handling training
Fountaindale
Braille service

St. Wilfrid's Accessibility Plan shows how the school will:

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access to education at the school;
- improve the provision to disabled pupils of information that is provided in writing to pupils who are not disabled.

The Accessibility Plan must be:

- in writing;
- adequately resourced;
- implemented;

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- reviewed tri-annually – this is to be reviewed by SEN governor, SENCO, HT;
- revised as necessary.

Key questions to Ask

- are policies, practices and procedures flexible enough to adjust to those with disabilities

Key tests are that policies, procedures and practices do not lead directly to less favourable treatment or substantial disadvantage and that they provide the school with the flexibility required to respond to individual needs as they arise.

When addressing the school's policies, practises and procedures it is important to keep the key aims of the two main pieces of SEN legislation in mind.

SEN – framework to meet additional Educational needs;

SENDA – ensure pupils not discriminated against.

DED - Disability Equality Duty

Reasonable Adjustment is to be considered through

- Standards
- Resources
- Cost
- Practicability
- SEN provision
- H & S
- Interest of other pupils
- Loss of opportunity for individual
- No indignity or discomfort - training
Guidance
Review/alteration of school policies