

Wellgate Primary School
Draft Disability Equality Scheme

All learning together in a changing world

Contents

Contents	Page
Vision and Values	3
➤ What is a Disability Equality Scheme?	4
➤ Aims	
The National and local Context	5
The Disability Discrimination Act	6
Meeting the General Duty	7
Publication and Reporting	9
The Disability Equality Policy	11
Disability Equality Scheme	
Action Plan	13
Appendices	
1. Definitions of Disability	15

Vision and Values:

At Wellgate Primary School we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, **all learning together in a changing world.**

Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society.

For all pupils, including those with a disability, the school will:

- Set appropriate learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning, assessment and access to all elements of school life,
- Have high expectations for all pupils in all aspects of school life

The Governing Body of Wellgate Primary School will endeavour to fulfil the three key duties towards disabled pupils as outlined in Part Four of the Disability Discrimination Act. These are:

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

The Governing Body will also ensure that all members of the school community understand and are committed to these three key duties and that in writing policies or improving the quality of school life for any disabled pupils, the views of those directly involved will be sought and where possible acted upon.

In writing this Scheme we have also used the recommendations made by the Disability Rights Commission in their Code of Practice on 'The Duty to Promote Disability Equality'. We have regard for the SEN revised Code of Practice.

The Purpose of our Disability Equality Scheme

The new Disability Discrimination Act (DDA) 2005 outlines what are known as '**general**' and '**specific**' duties that the governing body has to promote disability equality. Disability equality is about making things equal for disabled people.

Producing a Disability Equality Scheme is one of the 'specific duties' of the new DDA 2005.

What is a Disability Equality Scheme?

A Disability Equality Scheme sets out our plans for making equality happen for disabled people at Wellgate Primary School. The Scheme also includes a number of things we must consider under the specific duty. For example, our Action Plan must include measurements of progress for disabled people, access to services and education.

Further information about the Disability Discrimination Act 2005, including what the new duties mean can be found in the section called '**What the Law Says**'

The Wellgate Primary School Disability Equality Scheme aims to:

- Involve disabled pupils, parents/carers, staff, governors and visitors in any decisions we make.
- Find out what barriers are faced by disabled people and take steps to remove them.
- Find out what disabled people need and which of these needs are the most important to them.
- Make sure we meet our legal duties.
- Ensure all children and adults in our school community know what our responsibilities are.
- Explain how we make things fairer for disabled people in planning our services and what we do.
- Show how the Scheme links to other equalities objectives and priorities.
- Provide information about our involvement, assessments and training arrangements.
- Work in partnership with other disability organisations to prevent ignorance and prejudice within the school.
- Show what has changed as a result of involvement and set out our three-year disability equality action plan on how we will put the Scheme into practice.
- Monitor and check what we are doing and report each year.

The National and Local Context

The National Context

When is a person disabled?

A person has a disability if they have a physical or mental impairment, which has a substantial and long term adverse affect on their ability to carry out normal day-to-day activities.

There are an estimated 11 million disabled adults in the United Kingdom (1 in 5 of the total adult population) and 770,000 disabled children. Many of these disabled people often have less obvious or non-visible impairments.

Disabled people do less well than non-disabled people in many areas of life. For example, they are more likely to do less well in terms of employment, income and education. Disabled people are also more likely to face discrimination and negative attitudes ('Improving the Life Chances of Disabled People,' Government Strategy Unit 2005)

*Full definitions are included in the appendix at the end of this document.

The Local Context

The school works with many partners who provide services within school for disabled students. The following provides a few examples:

- Hearing Impaired Service.
- Visually Impaired Service
- Physiotherapy Teams
- Occupational Therapy Service
- Autism Outreach Service
- Behaviour Support Team
- Inclusion support service
- Family support

What the Law Says

The Governing Body of Wellgate Primary school will carry out its duties under disability legislation. This responsibility is delegated to the Head Teacher in the day to day life of the school. This includes:

- The Disability Discrimination Act (DDA) 1995 as amended by the Disability Discrimination Act 2005
- The Special Educational Needs and Disability Act 2001
- The Children Act 2004 (which includes provisions for disabled children)
- Buildings Regulations 2000 - building regulation amendments 2003

Disability Discrimination Act (DDA) 2005

The new general duty means that school's Governing Body must, in carrying out functions, (what they do) have due regard to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination which is unlawful under the Act;
- eliminate harassment of disabled people that is related to their disabilities;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in school life;
- take steps to take account of disabled people's disabilities even where this involves treating disabled people more favourably than other people.

The general duty builds upon the duties of the Disability Discrimination Act 1995 including the duty to make reasonable adjustments to make sure disabled people can access employment; education, facilities, services, functions and premises.

Meeting the General Duty

The following section and our Action Plan looks at how we are meeting (or how we will meet) the new general duty.

Involvement

As a school we will involve and consult with:

- Pupils where they are able to comment on and have view about their needs
- Parents and carers concerning the needs of their child and or the needs of the parent or family member with regard to a disability
- All staff in school
- Visitors to school events
- A working party of Head Teacher, governors and parents in compiling this Disability Equality Scheme.

When will we consult?

- Regularly in the case of children with a specific disability
- Prior to a child with a disability joining our school
- As appropriate for visitors attending school events.

How will we consult?

- Inviting all relevant parties to regular review meetings
- Ensuring that all new families are informed of this scheme and access arrangements in school as part of the induction process.
- Ensuring that all new members of staff are informed of this scheme and the school's ethos and policy towards any pupils or adult with a disability.
- Ensuring that all members of staff are aware of any support available to them should they have a disability.
- Accessing appropriate training for all relevant staff
- Accessing support from external agencies within the local authority to access relevant training and ensure that all reasonable adjustments can be made.

Gathering and Using Information:

Wellgate Primary School will gather information from a variety of sources including annual surveys, meetings with pupils with a disability and termly review meetings with parents/carers.

The results of this information will be used to help the school to meet the needs of all pupils and adults with a disability to ensure that all reasonable adjustments are made to overcome any barriers, which may include:

- Sensory
- Physical
- Social
- The views and attitudes of others

The Governing Body has adopted the Barnsley LA recruitment policy and in recruiting staff will not knowingly discriminate against any disabled person. All school policies will be inclusive and any review will take the DDA into account and the views of disabled pupils, parents/carers.

For those children in school who currently have disabilities the school holds regular review meetings with pupils, parents/carers, staff and outside agencies and aims to meet the needs of the child and support them in accessing the school curriculum

The strengths of the school are:

- The main building is all on one level
- There is a disabled toilet in the main building
- There is a designated disabled parking space with low level curbing.
- All classrooms are wheelchair accessible and have visibility panels.
- The playground is accessible by a wheelchair.
- There is very good access to and support network from other professionals and agencies for staff in school who work with children with a specific need or disability.
- Comprehensive risk assessments are carried out for both on and off site activities and these always take account of any child with a specific need or disability. Staff will consult with other

professionals when carrying out a risk assessment for a visit where a child with a disability is to attend.

In working with any disabled pupils, now and in the future the following barriers may be perceived as a current weakness:

- The doors throughout school (although meet regulations) are too heavy and do not open automatically.
- Part of the school is open plan which may present a barrier for children with a hearing impairment as background noise may be distracting.
- Areas in the cloakrooms and toilets are positioned too high for children to reach.

Publishing and Reporting

The Disability Equality Scheme will be available:

- On the school website
- A hard copy can be obtained, on request, from the school office
- Different versions, eg large print or a taped version can be made available upon request
- Copies will be displayed on parent notice boards in school
- Once the scheme is published a letter informing parents will be sent giving a brief summary and details of availability.

Reporting Requirements

Details of the Disability Equality Scheme and availability will be included in the school prospectus.

The Governing body is required to report to parents on the school's DES scheme and this will include:

- The arrangements for the admission of disabled children and young people
- The steps taken to prevent disabled children and young people from being treated less favourably than others.
- The facilities provided to assist access to the school, and in respect of children and young people with SEN, the requirement to report on the schools' SEN policy.

Review and Revision

In any review of the policy, the Head Teacher and the Governing Body will consider the following issues:

- Have we done what we said we would do?
- Has it had any effect?

The date for the next review will be December 2013

Wellgate Primary School's Disability Equality Policy

The Disability Equality Policy sets out our overall objectives, principles and commitments to disabled people.

Our Commitment to Disabled People

We will work to reduce disadvantages, discrimination, and inequalities of opportunity, and promote diversity in terms of the people we serve, our workforce, the partners we work with and education we deliver.

Our Objectives

We want disabled people working in, and visiting Wellgate Primary School to be enabled to reach their full potential. We will progress this by:

- Removing barriers and changing attitudes that prevent disabled people from getting access to education and services provided by the school and its partners.
- Promoting disability equality at all levels within the School.
- Working together with disabled people, disability organisations and disability access groups to achieve equality of opportunity.
- Involving disabled people (including our disabled students) on school matters.
- Training our own employees, so they are more aware of and have the skills to take positive action in removing the barriers placed in the way of disabled people by society.
- Creating a culture where harassment and discrimination against disabled people is unacceptable and will be stopped. Creating a culture where both employees and service users feel able to declare their disability so that accurate information is available to help us to look at such things as reasonable adjustments, priority areas and to set targets.

Guiding Principles – The Social Model of Disability

- We believe that being disabled is a social issue and that an impairment causes an individual to be disabled because of the social, attitudinal and environmental barriers that the individual faces (this is known as the social model of disability). Our efforts will be focussed on removing these barriers.

We are guided by the following principles:

- Anti-discrimination - so that disabled people do not face discrimination arising from bad practice.
- Equality of opportunity or making things fairer - for disabled people in every aspect of their contact with the school.
- Increasing the independence and choices that disabled people have.
- Individual needs - recognising that a disabled person is an individual who, like all others, has his or her own needs, abilities, human rights and responsibilities.
- Integration – such that school made accessible to disabled people.
- Involvement in decision-making - so that disabled people, and/or their advocates, are consulted before decisions which affect them are made barriers to disability equality.

Wellgate Primary School Disability Equality Scheme Action Plan 2007 -2008

Draft Disability Equality Scheme Action Plan 2007-8			
Implementing the Scheme			
Action	Outcome	Responsibility	Timescale
1. Prepare a Draft Disability Equality Scheme and promote involvement to meet the requirements of the Disability Discrimination Act 2005	Effective involvement and feedback from disabled people on Draft Disability Equality Scheme	DES Working Group	November 2007
Review : produced and distributed			
2. Review Accessibility plan, including curriculum, training needs to remove barriers to disability equality.	Identify short term and long term barriers working with the local authority disability access planning officer in order to make adjustments in light of advice.	DES working group, LA, Governing body working parties, premises and curriculum.	June 2008
Review : short term and long term barriers identified and action taken to resolve the issues.			
<ul style="list-style-type: none"> • Toilet soap dishes lowered • Doors fitted with opening and closing devices • Adjustments made to store lunch boxes differently. 			

3. Report to the governing body via the head teacher's report.	DES working group to submit their report.	DES working group	May 2008
Review : Report given to governors stating the intentions and outcomes of the working party			
4. Audit training needs specific to promoting disability equality	Staff trained on identified needs.	CPD/ SENCo	Dec 2007
Review : staff have had access to a range of training. <ul style="list-style-type: none"> • Training for specific children • Whole school ASD IDP • Team teach training completed by members of staff. • Medical training given every year to staff for allergies, epilepsy, diabetes 			
5. Presentation of Disability Equality Scheme to full staff, governors and support staff	Full staff, governors and support staff understand their duties within the DES framework	Head teacher/ governing body	May 2008
Review: K Mitchell presented the DES to the governing body.			
6. Involve and consult with outside agencies, parents and students to audit their priorities to improve access for disabled persons.	Needs for supporting equality identified, evaluating staff confidence, parental satisfaction through a review of the scheme	DES working group.	Dec 2008
Review: <ul style="list-style-type: none"> • Questionnaire given to parents and stakeholders. • Action plan produced • Actions taken 			
7. Promote positive attitudes towards disabled people by sharing good practice.	Reference to promoting positive attitudes to disabled people in Developing	Whole School and stakeholders	Ongoing

	Excellence Plans and SEF.		
Review: <ul style="list-style-type: none"> • Outside agencies invited into parents evening to meet parents and make them aware of the different services • Links made with Greenacre Special School • Wheelchair training for children to experience what it would be like be in a wheelchair • Assemblies on differences etc • Seal and PHSCE taught weekly. 			
8. Involve young people in identifying disability equality needs	Opportunity for young people to be involved in the decision making process	School Council	Ongoing
Review: <ul style="list-style-type: none"> • Questionnaire involved children's views • Children views taken for review meetings • Children attend annual reviews • Children involved in setting own targets. 			
9. Review of policies.	Policies have taken into account disability equality issues.	Policy making groups within school.	Ongoing
Review: <ul style="list-style-type: none"> • Subjects to include a section of disability equality in the polices. 			
12. Report on the learning and progression of identified disabled students.	Progress can be measured and monitored through the cohort tracking.	SENCo/ Assessment co-ordinator	Ongoing
Review: <ul style="list-style-type: none"> • Termly analysis is completed for SEN children and feedback to staff • Tracking is kept up to date • Provision maps are in place. 			

<ul style="list-style-type: none"> Secure recording system for tracking children in place. 			
13. Publish DES on school website	People are informed of the DES	DES working group	June 2008
Review : the inclusion policy is displayed on our website but the DES is no currently on.			
14. Review of DES	Review findings published.	DES working party.	Ongoing
Review : reviewed October 2010			

Wellgate Primary School Disability Equality Scheme Action Plan 2010-13

Disability Equality Scheme Action Plan 2010-13			
Implementing the Scheme			
Action	Outcome	Responsibility	Timescale
Publish DES on school website	People are informed of the DES	K Mitchell L Waddington	Dec 2010
Complete risk assessments on individuals for fire evacuation.	Evacuation of the school in a quicker and safer way.	K Mitchell Class teachers	Dec 2010
Inform parents about being able to park in the car park if they have a disability.	Better access to the school for people with disabilities.	C Kirkman	Ongoing
Report on the learning and progression of identified disabled students.	Progress can be measured and monitored through the cohort tracking.	SENCo/ Assessment co-ordinator	Ongoing
Review of policies.	Policies have taken into account disability equality issues.	Policy making groups within school.	Ongoing
Review of DES	Review findings published.	DES working party.	Ongoing
Involve young people in identifying disability equality needs	Opportunity for young people to be involved in the decision making process	School Council	Ongoing
Promote positive attitudes towards disabled	Reference to promoting	Whole School	Ongoing

people by sharing good practice.	positive attitudes to disabled people in Developing Excellence Plans and SEF.	and stakeholders	
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Definition of Disability

The definition in the DDA is broad and includes many more children and young people than is normally thought.

ADD	Attention deficit disorder	ADHD	Attention deficit hyperactive disorder
AS	Asperger's syndrome	ASD	Autistic spectrum disorder
BES	Behavioural, emotional, social difficulties		
FD	Facial disfigurement		
HI	Hearing impairment	VI	Visual impairment
LD	Learning difficulty -includes children with: Down's syndrome (DS); dyslexia (DYS)		
MN	Medical needs -includes children with: asthma (A); epilepsy (E); epidermolysis bulosa (EB); recovering from cancer (Ca); myalgic encephalomyelitis (ME); a tracheotomy (T)		
MSI	Multi-sensory impairment		
PI	Physical impairment -includes children with: brittle bones (BB); cerebral palsy (CP)		
SLC	Speech, language and communication difficulties		
TS	Tourette's syndrome		

When is a person disabled?

A person has a disability if they have a physical or mental impairment, which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.

What is a "substantial" adverse effect?

A substantial adverse effect is something which is more than a minor or trivial effect. The requirement that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability which might exist among people.

What is a "long - term" effect?

A long – term effect of an impairment is one:

- which has lasted at least 12 months, or
- where the total period for which it lasts is likely to be at least 12 months, or
- which is likely to last for the rest of the life of the person affected

Effects which are not long – term would therefore include loss of mobility due to a broken limb which is likely to heal within 12 months and the effects of temporary infections, from which a person would be likely to recover within 12 months.