

**ELLISTOWN COMMUNITY
PRIMARY SCHOOL**

Disability Equality Scheme

November 2021 to November 2022

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; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

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 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.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

1.1 The purpose and direction of the school's scheme.

1.1.1 At Ellistown Community Primary School we are committed to establishing equality for all students, their parents, staff and other users of the school. This is reflected in our school aims, which state:

- "To give equal opportunity to all children, staff and other users of the school through valuing each individual regardless of race, gender, disability and religion".

1.1.2 The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment

- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

This scheme aims to set out how we will meet these general duties.

1.1.3 This scheme should be read in conjunction with our Accessibility Plan.

1.1.4 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this scheme, disabled people were involved in individual consultation where appropriate.

1.2.1 In the longer term, disabled people will be involved in the following ways:

- *In specific cases individuals would be consulted about their disabilities and relevant needs; and the establishment of all new policies and procedures*
- *parental surveys give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability*
- *surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to an individual's disability*
- *disabled staff have regular meetings with their line manager to discuss how the school can best enable them to work*

1.2.2 We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

1.2.3 When seeking the views of disabled people, we use their preferred means of communication.

1.3 Gathering Information

1.3.1 Disabled pupils and staff are identified through self-declaration, recruitment and selection procedures, and admission forms. Data protection legislation will be observed in sharing this information.

1.3.2 Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

1.3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

1.3.4 The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

1.3.5 The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of disabled users in community activities.

1.3.6 Information on staff will be examined in respect of the representation of disabled people:

- in all aspects of the work of the school, for example: teaching, teaching support, administrative support;
- at all levels of seniority in the school;
- in training and professional development opportunities;
- in disciplinary and capability proceedings;
- in harassment and bullying procedures;
- among those who take sick leave;
- among trainee teachers on placement at the school; and
- among those leaving the profession early.

1.3.7 The examination of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- attract a wider field for recruitment, including disabled people
- retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people;
- develop in-house expertise about what disabled staff and/or pupils may require;
- provide role models for children and young people;
- bring different life experiences and new skills to the school; and
- help foster good relations with all employees by showing that everyone is valued and treated fairly.

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

- 1.3.8 Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement, with the aim of maximising these for individuals with disabilities.
- 1.3.9 Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:
- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
 - ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents' evening. Where attendance is not possible because of a disability, make alternative arrangements;
 - give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;
 - give disabled parents preferential parking rights;
 - ensure the needs of young carers are met;
- 1.3.10 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:
- the representation of disabled people on the governing body;
 - the accessibility of meetings for disabled governors;
 - the accessibility of other governors' activities.
- 1.3.11 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

1.4 Impact Assessment

- 1.4.1 In line with the DRC guidance, impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar

situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

- 1.4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.
- 1.4.3 As a first step towards assessing the impact of policies on disabled people, the policies of the school will be screened to identify their level of relevance and potentially their impact on disabled people as part of the normal review cycle.
- 1.4.4 Individuals with disabilities will be involved at a suitable point in the revision of these policies, when relevant.
- 1.4.5 The impact of practices for disabled individuals will be identified and prioritised by relevance and need.

Practices assessed will include:

- Recruitment practices
- Teaching approaches
- Classroom routines
- Registration routines
- Homework
- Office routines
- Communication with staff
- Communication with parents

This list will be extended as further practices are identified.

- 1.4.6 Issues arising from the impact assessment will be prioritised and added as an appendix to the Action Plan.
All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction.
- 1.4.7 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

2: Planning for Action

2.1 Arrangements for the First Action Plan

2.1.1 In line with the DRC guidance, our initial Action Plan includes information on:

- improving information gathering mechanisms,
- the review of policies and practices and
- how the involvement of disabled pupils and disabled adults can be facilitated.

We have also identified good practice from examples given in training and as result of this, have included certain actions to meet the Disability Equality Duty.

- 2.1.2 The priorities for the school's scheme will in future be set in the light of:
- an examination of the information that the school has gathered;
 - the messages that the school has received from the disabled pupils, staff and parents who have been involved in the development of the scheme; and
 - an assessment of the impact of current policies on disability equality.
- 2.1.3 Urgent action necessary following an examination of the information will be added to the action plan before the review date.
- 2.1.4 In writing our action plan, we have addressed the general duties to:
- Promote equality of opportunity
 - Eliminate discrimination
 - Eliminate harassment
 - Promote positive attitudes
 - Encourage participation in public life
 - Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- 2.1.5 Our action plan is included as Appendix Three.

2.2 Annual Reporting

- 2.2.1 Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:
- information gathered during the year
 - how that information was used
 - action points completed during the year and those that are ongoing.

Disabled people will be involved in the process. This report will

- form part of the School Profile
- be published in the school prospectus
- be published on the school website

The persons responsible for producing the Annual Report are **the governor responsible for SEN Governor and the Head teacher.**

3. Implementation

3.1 Implementation, Monitoring and Evaluation of the Action Plan

- 3.1.1 The implementation of the Action Plan will be overseen by the governing body. A report will be made to the governors each **year by the governor responsible for SEN.** A checklist to aid governors is included as Appendix Four.
- 3.1.2 The Action Plan will be dovetailed with the School Development Plan and the Accessibility Plan in order to increase the effectiveness of these.

- 3.1.3 The evaluation the effectiveness of our scheme will be reflected in our discussions with our school improvement partner and with Ofsted when the school is inspected.
- 3.1.4 As part of the New Relationship with Schools, the School Improvement Partners will include in their discussions with schools the attainment of and outcomes for all pupils including disabled pupils. Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

3.2 Publication of the Scheme

- 3.1.1 Our scheme will be published
- *on the school website (when live)*
 - *in the school prospectus;*
 - *it will be available on audio CD or cassette on request;*
 - *it will be available in paper format to anyone on request.*

3.3 Reviewing and Revision of the Scheme

- 3.3.1 As part of the review of the scheme, we will revisit the information that was used to identify the priorities for the scheme and re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.
- 3.3.2 The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:
- involve disabled pupils, staff and parents; and
 - be based on information that the school has gathered.
- 3.3.3 The Scheme will be reviewed in 2022 in line with the Accessibility Plan.
- 3.3.4 The **Head teacher/SEN Governor** will be responsible for initiating the review of this scheme.

Appendix 3: Action Plan

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Ensure systems to involve disabled people are embedded.	SEN governor/ Head	1. Establish a consultative group with representation from disabled people.	School Council/ governor, parent, staff (all identified) Meeting time	Ongoing		Group membership revised and contributing to decisions.
	SEN governor/ Head	2. Monitor effectiveness of the mechanisms for surveying the views of disabled learners in the school.	Surveys, School Council, suggestion box	Ongoing		Disabled learners' opinions available and considered.
Establish a timescale for the review of policies, procedures and practices in light of the 2005 Disability Discrimination Act.	Curriculum/ Community Committee	Meeting to discuss and plan actions/reviews. Incorporate reviews into the school's monitoring and evaluation timetable.	Meeting time	Ongoing		Policies identified and review timetable established.
Establish systems for information gathering, in order to meet the six general duties outlined in the 2005 Disability Discrimination Act.	Curriculum/ Community Committee	Meetings to: <ul style="list-style-type: none"> Identify systems discuss & establish systems. 	Meeting time	Ongoing		Systems established.

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
<i>1. Promote equality of opportunity</i>	Head & SLT	As each school policy is reviewed adjust policies as appropriate re disabled people.	Meeting time. Release time for policy writers.	Ongoing		School ensures reasonable adjustments are made in all aspects of school life for disabled individuals.
<i>2. Eliminate discrimination</i>	Head & SLT	Amend admission information. Amend staff information form. Provide staff training on: <ul style="list-style-type: none"> • asthma • epilepsy • EpiPen 	SLT meeting time. Admin time. Teacher days/staff meetings for training. Training budget.	Ongoing		Staff aware of individuals' needs. Staff confident in assisting with care of disabled pupils. Pupils receive sympathetic treatment from staff.
<i>3. Eliminate harassment</i>	All staff	Rights of disabled people to become part of revised PSHE curriculum.	SEAL Anti-bullying strategies. Rtime.	Sept 2008 and ongoing	Annually via Pupil Attitude Survey.	Students understand the nature of bullying/ Harassment and are involved in combating it.
<i>4. Promote positive attitudes</i>	All staff	Revised PSHE curriculum to promote positive attitudes.	PSHE policy PSHE curriculum (SEAL & Rtime)	Ongoing	Annually	Pupils understand the nature of disabilities and treat each other with respect and care.

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
<i>5. Encourage participation in public life.</i>	All staff	Consult with disabled individuals regarding all aspects of school life. Ensure that disabilities do not negate involvement in any aspects of school life. Provide relevant support for individuals in order that they might participate in all aspects of school life.	Surveys Inclusive practice Relevant support for individuals.	Annually and ongoing.	Ongoing	Individuals able to participate in all aspects of school life, with relevant support.
<i>6. Take steps to meet disabled people's needs, even if this requires more favourable treatment.</i>	SENCo, HT, SLT	Provide named individuals to support each disabled individual with whom they can discuss issues/needs.	Resources identified for individuals	Ongoing	Ongoing	Individuals are able to discuss issues. The school responds to individuals' needs and makes reasonable adjustments,

Appendix Four: The disability equality duty and the governing body

Questions the governing body may want to ask itself as the 'responsible body' for the school:

<i>Duties to disabled pupils, staff and parents</i>	Yes	No	Evidence
Does the GB receive regular reports on how the school is meeting its duties to: <ul style="list-style-type: none"> disabled pupils¹? disabled staff? disabled parents, carers, governors, other disabled people who use the school or may want to? 			
Disability equality duty: General duty			
Does the GB have regard to the need to: <ul style="list-style-type: none"> promote equality of opportunity for disabled people? eliminate disability discrimination? eliminate disability-related harassment? promote positive attitudes towards disabled people? encourage participation by disabled people in public life? take steps to meet disabled people's needs, even if this requires more favourable treatment? 			
Disability equality duty: Specific duty			
Does the school have a disability equality scheme?			
Did the school involve disabled people (pupils, staff, parents) in the development of the scheme?			
Does the school's scheme show : <ul style="list-style-type: none"> how disabled people have been involved? 			

<ul style="list-style-type: none"> • how information is gathered on the effect of the school's policies on: <ul style="list-style-type: none"> - recruitment, retention of disabled staff? - opportunities for, achievements of disabled pupils? • how the school assesses the impact of its policies, current or proposed, on disability equality? • the steps it is going to take to meet the general duty (the school's action plan)? • how information will be used to support the review of the action plan and to inform subsequent schemes? 			
<p>Did the school implement the actions in its scheme within three years?</p>			
<p>Does the GB:</p> <ul style="list-style-type: none"> • report on its scheme annually? • review and revise its scheme every three years? 			

Appendix Five: Access to Work

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a deaf or hearing impaired person who may need support at an interview;
- a reader at work, for a blind or visually impaired person;
- special equipment (or alterations to existing equipment) to suit particular work needs arising from a disability; and
- help with the additional costs of travel to work for people who are unable to use public transport.

Access to Work can also pay for a support worker, if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment;
- someone to support communication for a person with a hearing impairment; or
- a specialist coach for a person with learning difficulties.

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- contacting their local Disability Employment Adviser (DEA) through their nearest Jobcentre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your particular circumstances with you;
- looking on the Jobcentre Plus website: www.jobcentreplus.gov.uk

ELLISTOWN COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY PLAN

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from January 2011 to January 2014.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to

challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. Ellistown Community School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Disability Discrimination Scheme contains Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion

- Special Needs
- Behaviour Management
- Anti-bullying
- Attendance
- Child protection/Safeguarding
- Equal opportunities and diversity
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Mission Statement
- Teaching and Learning

Other relevant documents:

- SEN and Disability Act 2001
- Disability Discrimination Act 1995
- Disability Discrimination Act 2005
- National Curriculum Inclusion Statement

8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
10. The School Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.

12. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
13. The school will work in partnership with the local education authority in developing and implementing this plan.
14. The Plan will be monitored by Ofsted as part of their inspection cycle.

Further guidance on the scheme is available on the DRC website: -
www.drc-gb.org/businessandservices/disabilityequalityduty.asp

DATE 10th November 2021