

Disability Equality Scheme

The Disability Discrimination Act 2005 requires all public authorities, including secondary schools, to produce and **publish** a Disability Equality Scheme by 4 December 2006.

Primary schools, Special schools and PRUs in England have until 3 December 2007 to publish their Disability Equality Scheme.

The whole purpose of the Disability Equality Duty is to improve equality of opportunity for disabled people.

Disability Equality Scheme

Contents

1. School Ethos, Vision & Values

- 1.1 What do we understand by "disability"?
- 1.2 Schools Strategic Priorities
- 1.3 Strengths & Weaknesses

2. The General Duty

3. Specific Duty- How we will meet the General Duty

- 3.1 Involvement of Disabled People in Developing the Scheme



- 3.2 Developing a voice for disabled pupils, staff and parents/carers



- 3.3 The Governing Body
- 3.4 Removing barriers
- 3.5 Disability in the Curriculum, including teaching and learning
- 3.6 Eliminating harassment and bullying
- 3.7 Reasonable Adjustments
- 3.8 School Facility Lettings
- 3.9 Contractors & Procurement
- 3.10 Information, Performance and Evidence
 - a. Pupil Achievement
 - b. Learning Opportunities
 - c. Admissions, Transitions, Exclusions (including SEBD)
 - d. Social Relationships
 - e. Employing, promoting and training disabled staff
- 3.11 Impact Assessment
- 3.12 Reviewing/Monitoring

Disability Equality Scheme

1. School Ethos, Vision & Values

Beaver Road Primary 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 and service delivery.

We do not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

The School has robust equal opportunities/equality policies in place.

1.1 What do we understand by "disability"?

"Disability is a physical or mental impairment which has a substantial and long-term adverse 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 now 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 well recognised has been removed.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

Beaver Road Primary School uses the "social model" of disability:

We recognise that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

For other definitions see the Disability Rights Commission website or the SEN Code of Practice

Beaver Road Primary School therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. Manchester City Council recognises that social, educational and behavioural difficulties are part of this definition.

Disability Equality Scheme

1.2 Schools Strategic Priorities

All staff are be made aware of the contents of the publication

“Implementing the Disability Discrimination Act in Schools and Early Years Settings”

This can be ordered online at: www.teachernet.gov.uk/publications

Ref:-DfES 0160 2006 or by calling 0845 600 9506.)

1.3 Strengths & Weaknesses

Beaver Road Primary School has begun to adapt the building to support a variety of physical and mobility needs through its access plan.

Staff have been trained to support the physical needs of pupils within the school day.

2. The General Duty

We 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 -This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- 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 S.49A)

Disability Equality Scheme

3. How we will meet the General Duty & 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.

We seek to increase access to the curriculum by ensuring that each curriculum policy statement includes a reference to the practical ways that area of the curriculum can be accessed.

We continue to consult with children, parents/carers and supporting professionals to ensure that all areas of the School and its opportunities are open to all pupils and families.

We ensure that positive images of disability are displayed.

All extra curricular activities and School trips are open to all pupils (age appropriate).

The academic progress of pupils with disabilities are carefully monitored and appropriate resources will be made available to enable full access to the curriculum and to potential.

All staff are made aware of the contents of the publication "Implementing the Disability Discrimination Act in Schools and Early Years Settings" which can be ordered online at: www.teachernet.gov.uk/publications Ref:-DfES 0160 2006 or by calling 0845 600 9506.)

3.1 Involvement of Disabled People in Developing the Scheme

Currently there is regular consultation and communication with pupils and their families and support staff in relation to the curriculum and accessibility.

As a result there have been major adjustments to the building and plans drawn up for future work:

Fire evacuation procedures were adjusted to ensure safe evacuation in the event of fire etc.

Pupils were involved in all activities including off site trips and School performances.

Currently the age of pupils limits the consultation in areas of disability. The School Council represents pupils' views.

Support professionals are encouraged to give their views on a regular basis

Disability Equality Scheme

Governing Body receives an annual report and the Premises and Health and Safety Committee receives regular updates and is able to challenge and give advice.

3.2 There are annual questionnaires to all parents and to children at Key Stage 2.

Pupils are involved in School Council meetings and other channels of communication.

Parents and Governors are invited into School on a regular basis and the School Leadership Team are readily available on a daily basis.

3.3 The Governing Body through its sub committees monitors all aspects of the School, its ethos and performance.

Information is readily available and there is regular communication with parents and carers and children through news letters and presence at parent meetings and School events.

3.4 Removing barriers is a major focus of the School Disability Access plan which is reviewed annually and monitored by the Premises and Safety Committee.

3.5 Disability in the Curriculum, including teaching and learning is represented in planning for learning at all levels

3.6 Eliminating harassment and bullying is a major aspect of School life and there are robust and effective policies in place for both staff and pupils.

3.7 Reasonable Adjustments

These are monitored regularly and all extra curricular and School activities are checked for safety and accessibility for all pupils.

There are many practical examples of how both minor and major adjustments have increased access for all pupils.

3.8 All users of the School (i.e. community users) are made aware of this policy.

3.9 Contractors & Procurement.

Risk assessments are undertaken with all contractors and relevant school policies are brought to their attention. Procurement policies are in place and are monitored by the Finance and personnel Committee.

School meals staff have regular daily contact with the Headteacher and the dietary needs of all pupils are understood and catered for.

Children with disabilities are accommodated in the main dining hall with their peers.

Disability Equality Scheme

3.10 Information, Performance and Evidence

Information on performance, opportunities, admissions and exclusions, social relationships and attendance is collected and analysed for all pupils.

There is particular emphasis on certain groups of pupils including children on the Free School Meals register, Looked After Children, ethnic minority pupils, Gifted and Talented pupils and children with SEN including disability.

The focus of the information collection and analysis is related to pupil personal academic targets and the resources needed to ensure they meet them. There are 3 pupil progress meetings each year with SLT discussing with individual teachers the progress of children they are responsible for. Monitoring is through the Every Child Matters Committee of the Governing Body and by outcome report to the Finance and Staffing Committee in terms of additional resource need or staffing deployment.

The termly pupil progress meetings ensure the communication of additional information regarding social relationships.

Employing, promoting and training disabled staff is dealt with through the School and Manchester City Council employment procedures.

3.11 Impact Assessment

Arrangements for assessing the impact of policies and procedures, functions and practices have already been outlined. The emphasis is on responding to the outcomes in a positive and practical way through addressing the physical barriers as well as the training needs of the School community, staff, governors and pupils. Support is sought from a variety of sources including the Council and its officers.

All School policies on their review anniversary are aligned to the requirements of DDA and supporting guidance including

"Implementing the Disability Discrimination Act in Schools and Early Years Settings". (This can be ordered free of charge online at: www.teachernet.gov.uk/publications Ref:- DfES 0160 2006 or by calling 0845 600 9506.)

3.12 Reviewing/Monitoring

Review Date: September 2010

Senior Member of Staff Responsible: David How Headteacher

Governor Responsible: Andrew Harty Vice Chair of Governors

Disability Equality Scheme

Appendix 1 DES Action Plan

Outline the steps the School will take to meet the Duty. The Action Plan should highlight your priorities, and the specific outcomes you wish to achieve that will make practical improvements to equality for disabled people, how you're going to measure performance against these outcomes and the timetable you wish to achieve them in.

The Action plan should also include the priorities of disabled people consulted.

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)