

The Disability Equality Scheme

2013 - 2015

Toll Bar Primary School



Contents

Vision and Values

Definition of a Disability

Gathering and using information

Involvement and Consultation

Employment

Making things happen

- Disability Equality Action Plan
- Accessibility Action Plan
- Assessing the Impact of our policies

Guidance

- Checklist for school staff and governors
- Summary of main points

Vision and values

At Toll Bar Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Toll Bar Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Definition of Disability

The Disability Discrimination Act 1995 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'. According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more 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 and perception of the risk of physical danger.

Gathering and using information

We will gather information on disability equality as part of our collection of evidence for the School Development Plan and during the self-evaluation process. This information will be used to set and review our disability equality objectives.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Toll Bar Primary School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Examples of involvement...

Consultation with staff, pupils and parents to determine their priorities for the school with regards to disability equality

- Questionnaires
- Drop-in sessions
- School Council meetings
- Informal meetings

Employment

As an employer we will ensure that we eliminate discrimination and harassment in our employment practice and actively promote disability equality within our workforce. We will ensure equality of opportunity throughout all our employment practices, including, recruitment, retention and training.

Bullying and harassment of staff will be monitored and appropriate action taken to address and eliminate it.

NOTE: The Disability Rights Commission Code of Practice lists key employment issues that are usually the most common ones to be considered, these include:

- flexible working arrangements
- appraisal and performance-related pay systems
- sickness absence
- redundancy selection criteria
- emergency evacuation procedures
- procurement of equipment, IT systems, software and websites
- information provision
- employee training and development
- employee assistance schemes offering financial or emotional support.

The Local Authority is a Disability Symbol user, which means we have made five commitments as an employer:

- 1 a guaranteed job interview for those who meet the essential requirements for a job
- 2 to consult disabled employees regularly
- 3 to keep employees if they become disabled
- 4 to improve the knowledge of employees about disability and
- 5 to check progress each year, plan ahead and let employees know about progress and future plans

The school will, taking medical or specialist advice where appropriate, ensure that all reasonable adjustments are made to allow new and existing staff with disabilities to work effectively within the school.

Making things happen

Disability Equality Action Plan

In order to ensure that action is taken to meet the Disability Equality Duty, Toll Bar Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section.

This may include some of the good practice examples below:

- Promoting equality of opportunity between disabled people and other people.
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops, DIAL have worked with Year 6.
 - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report. Take action against offenders.
 - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people.
- School curriculum and policies allow access for all.
- Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

Disability Equality Action Plan

The following action plan outlines what will be achieved in over the next three year with regards to meeting the Disability Equality Duty. We will review this each year.

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date & Evaluation
The parents of disabled children and young people (CYP) may not be aware of how to best support the learning of their child	When applicable workshops will be conducted on an annual basis for the parents of disabled CYP to provide them with basic advice on how to support the learning of their child in core curriculum subjects.	Satisfaction surveys to be conducted with parents after each workshop to ascertain whether sessions were useful and feedback analysed	Monitoring will take place after every session. Analysis report to be produced two weeks after all satisfaction surveys received.	Special Educational Needs Co-ordinator (SENCO)	On going	July 2014

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date & Evaluation
Pupils and parents have access to agencies who can support them	Assess need when need arises and signpost to agencies	Feedback from parents	Monitor after agency has worked with family	SENCO/PSA	On going	July 2015
To raise awareness of disability	<p>3 year cycle invite DIAL to work with school</p> <p>DIAL to run 3 weeks of after school clubs for Year 5 & 6 pupils. Sept/Oct 2013</p> <p>DIAL to make children aware</p>	Survey Pupil	Monitor and analyse feedback	Year 6	April 2013	April 2015

Accessibility Action Plan

Also our accessibility plan outlines the steps we are taking to improve:

Priority 1 - Curriculum Access

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date & Evaluation
The school curriculum is designed for access for all and new curriculum to incorporate this	Subject leaders scrutinise planning to ensure equal curriculum access	Planning scrutinised	Termly	SENCO and Individual subject leaders / Assistant Head	On going	July 2015
The curriculum and related visits are planned and checked pre-visit, to ensure access and suitability.	Visits planned and checked pre visit	Feedback from staff	After visits	SENCO and class teacher	On going	July 2015

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date & Evaluation
Disabled pupils to have equal access to breaks, lunchtimes and after-school activities.	<ul style="list-style-type: none"> • Ensure disabled pupils have TA / Teacher to access break • Look at range of after school activities and check suitability 	Feedback from staff	Half termly	Head and SENCO	On going	July 2015
Parents evenings held in areas where there is equal physical access.	<ul style="list-style-type: none"> • Ensure access is appropriate 	Feedback from parents	After parents evening	Head and class teachers	On going	July 2015

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date & Evaluation
Teaching Assistants work alongside disabled pupils and allow equal access to P.E., where able	<ul style="list-style-type: none"> Equal access. Teaching assistant to be assigned to work alongside pupil in designated area 	Feedback from staff and adjust action if need be	After every lesson	Head and class teachers	On going	July 2015

Priority 2 - Provision of information to disabled pupils

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date & Evaluation
Hearing impaired pupils	Use of radio mikes	Feedback from staff and pupils	Half termly	SENCO, class teacher & Hearing Impaired Teacher	On going	July 2015
Access for agencies who need to work in school.	Access and room availability e.g. hearing, speech, physiotherapy	Feedback from staff and pupils	As appropriate	SENCO, Classteacher and PSA	On going	July 2015
Information Giving	Information can be made available in various forms.	Survey of parents	After each applicable occasion	Head , SENCO and PSA	On going	July 2015

Priority 3 Physical Access

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date & Evaluation
Dining Hall has disabled access ramp and door is widened to enable easy access.	Ensure ramp kept clear and in good condition	Site supervisor when surveying site	Daily	SENCO, Site supervisor	On going	July 2015
Ramp access and door width to main school with clear signposting.	Ensure ramp kept clear and in good condition	Site supervisor when surveying site	Daily	Site supervisor	On going	July 2015

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date & Evaluation
Disabled toilets clearly signposted and accessible	Ensure signposted and accessible	Feedback on accessibility	Termly	Head and site supervisor	On going	July 2015
School Hall accessible with adequate fire doors for disabled access	Ensure signposted and accessible	Feedback on accessibility	Termly	Head and site supervisor	On going	July 2015

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date & Evaluation
For school concerts – hall space and access is made available and signposted	Area to be designated for wheelchairs	Feedback after concerts	When applicable	Head and site supervisor	On going	July 2015
Corridors not cluttered to allow easy access and access into rooms	Corridors	Observations	Daily	Site supervisor	On going	July 2015

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date & Evaluation
The school Health and Safety Officer to inspect regularly to ensure access.	Regular inspections to ensure access	Feedback from Health and Safety officer	Half termly	Health and Safety officer	On going	July 2015
Health and Safety Governors to check accessibility	Governors as part of annual Health and Safety site inspection check assessability	Feedback by governors	Annually	Governors	On going	July 2015

Priority 4 - Put in a disabled parking space

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date & Evaluation
Disabled parking space	Disabled parking space to be kept available for use	After use / Customer satisfaction	as applicable	Head/Site Supervisor	On going	July 2015
Disabled staff hospital appointments	Easy access for hospital appointments	Staff feedback	as applicable	Head	On going	July 2015

Our accessibility will be monitored annually.

Assessing the Impact of our policies

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We will review existing and proposed policies. The programme to review the impact of policies is contained in our action plan.

Reviewed: January 2013
Next Review: January 2016

Signed
Date

Guidance

Check list for school staff and governors

- ❑ Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- ❑ Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- ❑ Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- ❑ Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- ❑ Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- ❑ Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- ❑ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events, which parents or carers attend, held in an accessible part of the school?
- ❑ Is information available to parents, visitors, pupils and staff in formats, which are accessible if required? Is everyone aware of this?
- ❑ Are procedures for the election of parent governors open to candidates and voters who are disabled?

The duty to promote disability equality in schools.

Summary of Main Points.

The Disability Discrimination Amendment Act (2005) introduces a new positive duty on the public sector to promote disability equality. This new legal duty means that, alongside their existing duties, schools will have to take proactive steps to promote disability equality for pupils, employees, and service users. The duty is central to improving the experiences and outcomes of disabled people in the education system. The prime responsibility for making sure the duty is met lies with schools governing bodies.

Timescales

The Disability Equality Scheme must be in place for:

Secondary Schools **4th December 2006**

Primary, Special and PRUs **3rd December 2007**

Further Information

- **The Code of Practice** is available from www.dotheduty.org
- **The Disability Rights Commission (DRC)** has produced guidance for schools which are available on the above website.
- **The Department for Education and Skills (DfES)** has produced a free pack for schools called 'Implementing the Disability Discrimination Act in Schools and Early Years'. This provides useful information, training materials and DVDs on making existing duties work. Written guidance contained in the pack can be downloaded or full copies obtained online at www.teachernet.gov.uk/publications
- **Disability Equality in Education Course Book – Making it Happen** by Richard Rieser www.diseed.org.uk

The General Duty

Schools must have due regard to the following six areas in the operation of their organisation:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person **more favourably** than other people.

The duties apply to disabled pupils, staff, parents and members of the public who may use the school's facilities. Schools will need to identify pupils, parents and staff likely to be considered disabled under the Disability Discrimination Act.

The Specific Duty

Schools are required to produce and publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties. It should include the following:

- the school's approach to promoting, equal opportunities for disabled children and a positive image of disabled people;
- a statement of how disabled pupils, staff, parents and disabled members of the community who may use school facilities have been involved in developing the scheme;

a three year action plan, which identifies targets and areas where improvements are needed to meet the Duty;

- arrangements for gathering information about the performance of the school on disability equality e.g. pupil achievement or employment and retention of disabled staff;
- arrangements for assessing the impact of policies, procedures and practices of the school on disability equality and improving these when necessary;

- details of how the school is going to use the information gathered, in particular in reviewing the effectiveness of its action plan and preparing subsequent schemes; and
- the scheme must be reviewed and publicly commented upon each year and revised every three years.

Areas to be covered in a School Scheme are:

- achievement of pupils;
- disability in the curriculum;
- teaching and learning;
- developing a voice for disabled pupils, staff and parents;
- removing barriers – curriculum, physical and communication;
- lettings and use by the community;
- eliminating harassment and bullying;
- employing, promoting and training disabled staff;
- monitoring;
- assessment;
- governance and relations with parents;
- breaks, lunchtime, after school activities and trips;
- how the school involved disabled people.

Implementing this Duty to Promote Disability Equality can draw on existing good practice in making reasonable adjustments and school accessibility plans.

Disability Equality Schemes and Accessibility Plans

“Schools are already required to plan to improve the accessibility of their schools for their disabled pupils under the planning duties contained in Part 4 of the Disability Discrimination Act. A Disability Equality Scheme will build on this work. However, there are a number of significant differences between the planning duties and the specific duties that schools will need to take into account. For example, the specific duties cover disabled employees and other disabled users of school premises and services (such as parents and carers) as well as pupils. There is also a statutory requirement to involve disabled people in the production of a disability equality scheme.

Schools may wish to publish a single document that contains both their accessibility plan and disability equality scheme, or a separate plan and scheme according to what will work best for them on an individual basis. However a school chooses to present this information, the disability equality scheme and the main elements of the disability equality duty need to be distinct, easily identifiable and in one place.” (DRC guidance for schools 2006 – page 16 onwards)

Measuring Outcomes

Schools must demonstrate that they have taken the actions they have committed themselves to, and achieved appropriate outcomes. As a minimum the Disability Equality Scheme must monitor:

- admissions, exclusions and educational attainment of disabled pupils in the school;
- accessibility and suitability of education and associated services; and
- recruitment, retention and career development of disabled staff.

Enforcement

- **General Duty:** any person, including the Disability Rights Commission (DRC) could apply to the High Court for a judicial review of a public body that they felt was failing to comply
- **Specific Duty:** the DRC issues a compliance notice; if not satisfied apply to County/Sheriff Court for compliance order

The Office for Standards in Education (Ofsted) will have a significant role in measuring disability equality as part of the inspection process and in its own organisation.

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.