

# **Upwood Primary School Disability Equality Scheme**

## **1. School Ethos, Vision & Values**

Upwood 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.

This school will not tolerate harassment of disabled people with any form of impairment and will also give due consideration to pupils who are carers of disabled parents.

### **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.

Upwood Primary School recognises 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.

This 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.

## **2. The General Duty**

We will 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)

### **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.

#### ***Access to the curriculum***

We aim to ensure that all pupils have access to their full curriculum entitlement by making reasonable adjustments where needed.

#### ***Access to the physical environment***

We aim to ensure that our physical environment – buildings and grounds – are accessible for all pupils.

#### ***Access to information***

We aim to ensure that all information is available in a suitable format for all pupils, carers and other members of the community.

### **3.1 Involvement of Disabled People in Developing the Scheme**

Disabled pupils, staff, parents and disabled members of the community who may use school facilities have been involved in developing this scheme under the leadership of the head teacher.

As a result of this consultation, Upwood Primary School has been able to identify many strengths and some weaknesses in our provision. Strengths are targeted to be maintained and areas of weakness to be addressed in a timed and orderly way. This constitutes our action plan, which sits alongside our current accessibility plan and will eventually replace it.

This detailed plan has been drawn up by the head teacher and will be monitored by the Governing Body's Facilities Committee on a regular basis.

The plan has been developed within the context that we recognise that we need to be aware of the range of barriers and discrimination faced by pupils

with a disability and that sometimes we will have to do that bit extra to tackle these.

We also recognise that “The Duty” requires public authorities to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people.

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

We aim to ensure that all pupils and their carers have full access to all meetings concerning their education at Upwood Primary School – pupil progress, IEPs, induction and transition. We encourage all disabled pupils, staff and parents/carers to participate in all areas of school life. There is particular involvement in the development and monitoring of both the scheme and the action plan.

### **3.3 The Governing Body**

The proceedings of the GB are all accessible. Its contribution to school life is publicised through the school profile, and regular surveys of parents that are analysed and the results shared with the community.

### **3.4 Removing barriers**

The Action Plan outlines the work planned to remove physical barriers to accessing our building and grounds.

### **3.5 Disability in the Curriculum, including teaching and learning**

We work to develop positive attitudes towards all members of society through a formal PSHE scheme of work and through our ethos of respect, care and concern for all

### **3.6 Eliminating harassment and bullying**

Our School Behaviour Policy makes it clear that harassment and bullying are not tolerated in any form or situation.

### **3.7 Reasonable Adjustments**

Reasonable adjustments are made when necessary to ensure the inclusion of pupils and their parents in school activities. All trips are risk assessed and only made if ALL pupils can take part, with either no reasonable adjustments having to be made, or reasonable adjustments made if necessary.

### **3.8 School Facility Lettings**

Disabled parking spaces, level entrances and a designated toilet ensure that our building is accessible to all.

### **3.9 Contractors & Procurement**

Contractors, where necessary, are made aware of the needs of the disabled. The school caterer provides menus for those with special dietary needs.

### **3.10 Information, Performance and Evidence**

This falls into four broad areas:

- What information are we going to collect?
- How are we going to collect it?
- How are we going to analyse it?
- What are we going to do once we've analysed it?

**a. Pupil Achievement** – Each year we analyse our performance data to address underachievement in groups or individuals. This includes all pupils and whenever gaps are found remedial action is taken – classroom support, individualised teaching, IEP etc

**b. Learning Opportunities** – All pupils, through reasonable adjustments where necessary, receive their curriculum entitlement, and are able to access after school clubs and residential activities. Each external provider is only used if they can provide facilities for the disabled.

**c. Admissions, Transitions, Exclusions (including SEBD)** – There are no issues in this area. Exclusions are not an issue, and transition to secondary school is carefully managed for all.

**d. Social Relationships** –The school is proud of its excellent relationships at all levels, and monitors this area constantly through performance management, surveys of children and surveys of parents.

**e. Employing, promoting and training disabled staff** – Upwood Primary School is committed to equal opportunities for all.

### 3.11 Impact Assessment

The arrangements to assess the impact of this new policy, its procedures, functions and practices will follow the same pattern as all monitoring and evaluative activities in school:

1. Observation
  - Practice
  - People
2. Scrutiny of records
  - Progress against targets
3. Analysis of data
  - Exclusions
  - Bullying
  - Pupil progress information
4. Discussions with interested parties including the disabled members of the working party
  - Yearly audits of current arrangements
5. Reports to the GB
  - Regular reports to Facilities Committee which oversees this policy.

The guiding principle for all school policies and practices is: “How will this action impact on disabled people?” This simple question will ensure that the

way we do things at Upwood Primary School fulfils our aim of helping everyone do their best.

From January 2008 all policies under review will be formally assessed against this question.

### **3.12 Reviewing/Monitoring**

The Facilities Committee of the Governing Body will monitor the scheme and particularly the Action Plan at its termly meeting.

Every three years the scheme will be reviewed and a new action plan drawn up.

The member of staff responsible for the scheme is the Head Teacher.

The Governor responsible for the scheme is the Chair of Facilities.

The scheme will next be reviewed during the Autumn Term 2010.

## Disability Equality Scheme Action Plan

### Buildings

What needs doing?	Why does it need doing?	How will it be done?	Who is responsible?	Timescale/Cost
Establish cost of ramp to dining room from hall.	No wheel chair access.	Obtain quotes and advise from Property Manager.	Property Manager	2010
Establish cost of ramp from YR class to outdoor areas.	No wheel chair access.	Obtain quotes and advise from Property Manager.	Property Manager	2010
Establish whether it is possible to automate the school office entrance door.	Door heavy and difficult to open for wheelchair users and elderly.	Obtain quotes and advise from Property Manager.	Property Manager	2010
Establish cost of ramps to courtyard steps.	No wheel chair access.	Obtain quotes and advise from Property Manager.	Property Manager	2010
Establish best practice for wheel chair users in KS1, e.g., handles next to toilet.	No disabled toilet. accessible in KS1.	Obtain quotes and advise from Property Manager.	Property Manager	2010
Establish cost of hearing loop for school office.	No provision for hearing impaired.	Obtain quotes and advise from Property Manager.	Property Manager	2010

### Curriculum

What needs doing?	Why does it need doing?	How will it be done?	Who is responsible?	Timescale/Cost
Review coach provision for school trips for disabled pupils.	To address individual needs.	Contact companies to discuss options, and use appropriate companies as	Jane Pettitt	Ongoing

		necessary.		
Assess ease of access for swimming pool for wheelchair users, and hoist provision.	Wheel chair access	Obtain quotes and advise from Property Manager.	Property Manager	2010

### Medical

What needs doing?	Why does it need doing?	How will it be done?	Who is responsible?	Timescale/Cost
Draw up a care plan for a child with medical needs in consultation with school nurse.	Staff are fully briefed and know correct procedure.	School nurse contacted and meetings arranged with parents.	Sue Sykes	Ongoing
To brief staff about obligation to provide school work for children admitted to hospital.	Staff awareness	Briefing session	SENCo	Ongoing
Establish cost of hygiene room.	Children with toileting difficulties.	Obtain quotes and advise from Property Manager.	Property Manager	2010

### Communication

What needs doing?	Why does it need doing?	How will it be done?	Who is responsible?	Timescale/Cost
Research voluntary organisations/organisation within the LA willing to support school with letters in Braille or audio-tape.	To address visual and hearing impaired difficulties.	Investigate organisations	SENCo	Ongoing

**Please note:** if a child joined the school with a disability, the above action plan timescale would be adjusted. Any other issues that arise would be addressed with the support of outside agencies and recommendations implemented.