



Disability Equality Scheme

Reviewed: March 2017

Review: March 2020

Statement

At Rose Green Infant 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 share 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 Rose Green Infant School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This policy should be read in conjunction with the Accessibility Plan, Behaviour Policy, Equality and Diversity Policy, SEN Policy.

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non - disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next the next three years in the Accessibility Plan; however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents.

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom
- in the school curriculum
- at all times and in all parts of the building

And when

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

Legal requirements/role of Governing Body

Under Part 5A of the DDA governing bodies are required 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 of Rose Green Infant School will promote equality of opportunity for young people and adults.

In addition, duties in Part 4 of the DDA require the governing body 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.

These are the core areas covered by our **Accessibility Plan** which outlines how the Governing Body intends to further increase access to education for disabled pupils which is incorporated in this scheme.

What do we understand by "disability"?

At Rose Green Infant School we promote disability equality and prepare all our young people for life in a diverse society. We use the term 'disabled' to refer to 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.'

We do not interchange **the term disabled** with the phrase **special educational needs** although we appreciate that many pupils with sen will also have disabilities.

We use the DDA the definition of **impairment** to include **hidden impairments** such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- *'physical impairment'* which includes sensory impairment;
- *'mental impairment'* which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

We believe that an impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

In relation to normal day-to-day activity the test of whether an impairment affects normal day-to-day activity is whether 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;
- perception of risk of physical danger

The core value of Rose Green Infant School in relation to disability is to 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 Lancashire 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)

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.

Rose Green Infant School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- Consultation with disabled pupils, staff, parents and governors
- Questionnaires in new pupils booklets

Gathering Information

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. At Rose Green Infant School, the following information is monitored:

- How many disabled children in school/what impairment groups represented/ not represented
- Information on disability of new pupils as part of admissions e.g. 'does your child have any learning difficulty, medical need or disability.
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)staff who have rights under the DDA
- Attendance at extra - curricula activities (%)
- Involvement in educational visits
- Behaviour Logs/Serious incident book
- Participation in assemblies/school council
- Participation in class/positions of responsibility in class/school
- Any feedback from surveys/questionnaires
- Attendance
- Exclusions

- ECM outcomes

Meeting the six duties

At Rose Green Infant School we aim to meet the requirements of the 6 duties through:

Promoting equality of opportunity

- by awareness raising and staff training;
- by ensuring all policies reflect the school's commitment to equal opportunities for the disabled
- by keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- Improving communication.
- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
- Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.

Eliminating discrimination

The school is committed to ensuring equal opportunities for all children, employees and users of school services and all school policies and procedures are based on this commitment.

Eliminating bullying and harassment

The school has adopted LA policies on harassment at work.

The school's Anti Bullying Policy is regularly monitored and reviewed by a team of staff, parents, Governors and students. The latest policy (dated December 2016) is available from the school's web site or directly from the Head Teacher.

- raising awareness amongst staff and pupils of disability-related harassment;
- understanding the nature and prevalence of bullying and harassment;
- recognising and addressing bullying and harassment;
- involving pupils themselves in combating bullying;
- reviewing school anti-bullying policy and procedures
- ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
- the use of SEAL materials;
- the use of TaHMS materials
- 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

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by challenging negativity;

- by ensuring representation of disabled people in senior positions in the school;
- through the curriculum - SEAL/PSCHE/RE;
- through positive images in school books and other materials;
- ensure that disability is represented in posters, collages, displays and learning materials;
- celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week;
- Inviting disabled members of the community/organisations to talk to children.

Encouraging participation in public life

- where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.
- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

Taking steps to meet disabled people's needs, even if this requires more favourable treatment

- additional coaching or training for disabled pupils, staff or parents;
- special facilities for disabled pupils at breaks and lunchtimes;
- A policy of interviewing all disabled applicants who meet the minimum requirements for a job.

Monitoring and reporting

The plan will be reviewed on a yearly basis by the Governing body in consultation with stakeholders. The views of those pupils (and their parents) affected by the policy will be sought during Individual Learning Plan (ILP) reviews and via other means if the pupil does not have an Educational Health Care Plan (EHCP). The school will use the information gathered to up date and amend the policy, setting new targets in the accessibility strategy to further the aims of the school in this area.

At the end of the three year cycle the Disability Equality Scheme and Accessibility Plan will be reviewed and a new scheme agreed and implemented.

Details of how copies of the school's Disability Equality Scheme and Accessibility Plan can be obtained will be made available on the school web site.

Governors will report annually on the success and progress of their scheme and copies of this report will be available from the school office and web site.

