

# Staple Hill Primary School



## Disability Equality Scheme and Accessibility Action Plan

The school is committed to ensuring equal treatment of all its children, employees 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 aim to develop a culture of inclusion and diversity in which disabled people are able to participate fully in school life. The achievement of disabled children will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. At Staple Hill Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

### Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

### General Duties

At Staple Hill Primary School 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.
- Encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled children 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.

This is also known as the Disability Equality Duty (DED) and applies to all disabled children, staff and those using services provided by Staple Hill Primary School.

In addition to the above general duty to promote Disability Equality, Staple Hill Primary School has specific duties placed on it to:

- Appraise and update the Disability Equality Scheme every two years
- Report on progress annually

## **Specific Duty**

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty of producing a Disability Equality Scheme for Staple Hill Primary School. The specific actions currently being taken include:

<p><b>Involvement of disabled people in developing the scheme</b></p>	<p>Staple Hill Primary School will consult with disabled children, staff and service users in the ongoing development of the Disability Equality Scheme by:</p> <ul style="list-style-type: none"> <li>• Pupil Passports and Annual Reviews with SEN children/parents</li> <li>• Analysis of available school disability data</li> <li>• Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of disabled children</li> <li>• Meeting with parents at consultation evenings</li> </ul>
<p><b>Developing a voice for disabled children, staff &amp; PTs/Carers</b></p>	<p>Staple Hill Primary School is developing opportunities for disabled children, staff and parents/carers by:</p> <ul style="list-style-type: none"> <li>• Including children and parents/carers in review meetings</li> <li>• Including children and parents/carers in school questionnaires</li> <li>• Class teachers discussing issues regularly with children (via PHSE).</li> <li>• Use of the School Council.</li> <li>• Having a cycle of agenda items at Governing Body meetings to discuss issues.</li> </ul>
<p><b>Encouraging participation in public life by disabled people</b></p>	<p>Staple Hill Primary School ensures that disabled children are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Performances</li> <li>• Sports activities</li> <li>• School Council</li> </ul> <p>Disabled children are included fully in normal school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.</p>
<p><b>Eliminating harassment and bullying</b></p>	<p>Staple Hill Primary School has a clear policy on anti-bullying (Dealing with conflict) which includes bullying of disabled people. This policy was last reviewed in December 2017.</p>
<p><b>Promoting positive attitudes towards disabled people</b></p>	<p>Staple Hill Primary School promotes positive attitudes towards disabled people by:</p> <ul style="list-style-type: none"> <li>• Ensuring displays and resources reflect diversity</li> <li>• The curriculum positively promoting difference.</li> <li>• Teachers taking into account Pupil Passports when planning lessons</li> <li>• Use of outside agencies to support staff training</li> <li>• Using newsletters and web pages to promote policies</li> </ul>
<p><b>Removing barriers</b></p>	<p>Staple Hill Primary School removes barriers by:</p> <ul style="list-style-type: none"> <li>• Not excluding disabled children from school trips unless a full risk assessment indicates that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried out for chosen trip locations.</li> <li>• Ensuring that all areas of the curriculum can be delivered from all classrooms.</li> <li>• Having appropriate seating available to provide necessary back support</li> </ul>

	<p>where required.</p> <ul style="list-style-type: none"> <li>• Installing Interactive Whiteboards at a height to allow use by wheelchair users.</li> <li>• Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children.</li> <li>• Ensuring disabled children have access to extra-curricular activities</li> <li>• Having disabled toilets in accessible parts of the school.</li> <li>• Should it become necessary, braille signs for visually impaired children will be installed</li> <li>• Using ramps to make all areas of the school accessible.</li> <li>• Having an up-to-date Disability Access Plan</li> <li>• Teachers adapting, where possible, resources and techniques to suit a wide range of learners.</li> <li>• All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN children.</li> <li>• Following SATs guidelines to ensure that disabled children have the same opportunities as their peers.</li> <li>• Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Services, Health Services</li> <li>• Using external advisers to support Pupil Passports/PSP meetings.</li> <li>• Using external advisers to assist with planning of PSHE programme, where appropriate</li> <li>• Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school.</li> </ul>
<p><b>Impact Assessment</b></p>	<p>Staple Hill Primary School undertakes Disability Equality Impact Assessments through two specific activities:</p> <ul style="list-style-type: none"> <li>• The school will use existing procedures for reviewing the impact of provision for disabled children e.g. Pupil Passports/Annual Reviews, Year Reviews</li> <li>• External validation e.g. Inclusion Quality Mark</li> </ul>
<p><b>The Governing Body</b></p>	<ul style="list-style-type: none"> <li>• Governors meetings will be held in locations that are accessible to disabled people when the need arises.</li> <li>• Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website and newsletters.</li> <li>• Parents/carers are invited to information evenings.</li> <li>• The School and Governors consult with parents/carers through questionnaires.</li> </ul>

<p><b>What disability data is currently collected</b></p>	<p>Staple Hill Primary School currently collects the following disability data (qualitative and quantitative)</p> <ol style="list-style-type: none"> <li>1. for all children, including those with additional needs:- <ul style="list-style-type: none"> <li>• admission forms</li> <li>• The total number of children</li> <li>• Home and contact details</li> <li>• Outcomes of lesson observations in place to ensure that there is a consistent process for monitoring all teaching</li> </ul> </li> <li>2. for children with additional needs:- <ul style="list-style-type: none"> <li>• SEN Pupil Passports/Annual Reviews</li> <li>• SEN Register</li> <li>• Integration of disabled children including access to the curriculum</li> </ul> </li> <li>3. For staff:- <ul style="list-style-type: none"> <li>• The total number of disabled staff</li> <li>• Number of appointments of disabled staff</li> </ul> </li> </ol>
<p><b>Reviewing and monitoring</b></p>	<p>The above data is reported to a number of bodies such as:</p> <ul style="list-style-type: none"> <li>• Health and Safety Governor</li> <li>• Leadership Team</li> <li>• Local Authority</li> </ul>

This policy will be reviewed every three years.

**Document History**

Date	Notes
3 <sup>rd</sup> November 2014	Reviewed by Staffing and Curriculum Committee
27 <sup>th</sup> November 2014	Ratified by FGB
15 <sup>th</sup> January 2018	Reviewed and agreed by Staffing and Curriculum Committee
1 February 2018	Ratified by FGB