

## **SAMUEL WHITE'S INFANT SCHOOL**

### **Disability Equality Scheme**

Samuel White's Infant School is committed to ensuring equal treatment of all its pupils, 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 pupils 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 school environment is as accessible as possible. At Samuel White's Infant 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 affect on his/her ability to carry out normal day-to-day activities.

### **General Duties**

At Samuel White's 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 pupils 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 pupils, staff and those using services provided by Samuel White's Infant School.

In addition to the above general duty to promote Disability Equality, Samuel White's has specific duties placed on it which is to:

- Produce a Disability Equality Scheme every three 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 Samuel White's Infant School. The specific actions currently being taken include:

<p>Involvement of disabled people in developing the scheme</p>	<p>Samuel White's has consulted with disabled pupils, staff and service users in the development of the Disability Equality Scheme by:</p> <ul style="list-style-type: none"> <li>• IEP and Annual Reviews with SEN pupils/parents</li> <li>• Discussions with disabled staff</li> <li>• Analysis of available Samuel White's <b>disability data</b></li> <li>• Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of disabled pupils</li> <li>• Meetings with external disability organisations</li> <li>• Meetings with parents at consultation evenings</li> <li>• Making available the Samuel White's Inclusion Policy for parents/carers and providing opportunities to discuss issues through formal or informal meetings and reviews.</li> </ul>
<p>Developing a voice for disabled pupils, staff and parents/carers</p>	<p>Samuel White's is developing opportunities for disabled pupils, staff and parents/carers by:</p> <ul style="list-style-type: none"> <li>• Including pupils and parents/carers in review meetings</li> <li>• Including pupils and parents/carers in school questionnaires</li> <li>• Class teachers discussing issues regularly with pupils.</li> <li>• Use of School council</li> <li>• Disabled pupils involved in class/year group/school presentations.</li> </ul>
<p>Encouraging participation in public life by disabled people</p>	<p>Samuel White's ensures that disabled pupils are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Concerts</li> <li>• Sports day</li> <li>• School council</li> </ul> <p>Disabled pupils are included fully in normal school life.</p>
<p>Eliminating harassment and bullying</p>	<ul style="list-style-type: none"> <li>• Samuel White's has a clear policy on anti-bullying which includes bullying of disabled people.</li> <li>• Incidents of bullying of disabled pupils are reported to the Local Authority.</li> </ul>

Promoting positive attitudes towards disabled people	<p>Samuel White's 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 IEPs 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>
Removing barriers	<p>Samuel White's removes barriers by:</p> <ul style="list-style-type: none"> <li>• Not excluding disabled children from school trips unless medical advice stipulates 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 for chosen trip locations to ensure that routes are accessible. Alternative activities are used if required.</li> <li>• Ensuring that all areas of the curriculum can be delivered from all classrooms. Each main area of the school may be accessed by a ramp.</li> <li>• Having appropriate seating available to provide necessary back support where required.</li> <li>• Installing newly acquired 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 pupils. Teachers are provided with information specific to individual pupils.</li> <li>• Ensuring disabled pupils have access to extra curricula activities</li> <li>• Having disabled toilets</li> <li>• Using tarmac to remove trip hazards and erecting ramps to make all areas of the school accessible.</li> <li>• Having an up to date <b>Disability Access Plan</b>. –The main actions to be taken in the next three years to promote disability equality are described in the school's Accessibility Plan. This plan will run in conjunction with the School Development Plan and Buildings Development Plan and will be subject to revision and amendment at the end of the three year period.</li> <li>• Teachers adapting, where possible, resources and techniques to suit a wide range of learners.</li> <li>• All pupils having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN pupils.</li> <li>• Following assessment guidelines to ensure that disabled pupils have the same opportunities as their peers.</li> <li>• Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service</li> <li>• Using external advisers to support IEP/<b>PSP</b> meetings.</li> <li>• Events for parents and carers such as open evenings, meetings with teachers are held in accessible parts of the school.</li> </ul>

Impact Assessment	<p>Samuel White's 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 pupils e.g. IEP/Annual Reviews, Year Reviews</li> </ul>
The Governing Body	<ul style="list-style-type: none"> <li>• Governors meetings are held in locations that are accessible to disabled people</li> <li>• Parents and pupils are made aware of how the governing body contributes to the life of the school by use of the school website and newsletters. Parents are invited to Governor's surgeries.</li> </ul>
What disability data is currently collected	<p>Samuel White's currently collects the following disability data (qualitative and quantitative)</p> <p>Children</p> <ul style="list-style-type: none"> <li>• Disabled pupils admission forms</li> <li>• The total number of disabled pupils</li> <li>• Home and contact details for disabled pupils</li> <li>• SEN IEP/Annual Reviews</li> <li>• SEN Register</li> <li>• Integration of disabled pupils including access to the curriculum</li> <li>• Outcomes of lesson observations in place to ensure that there is a consistent process for monitoring all teaching</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>• The total number of disabled staff</li> <li>• Number of appointments of disabled staff</li> </ul>
Reviewing and monitoring	<p>The above data is reported to a number of bodies such as:</p> <ul style="list-style-type: none"> <li>• Health and Safety Committee</li> <li>• Senior Leadership Team</li> <li>• Governors</li> <li>• Local Authority</li> </ul>

This policy will be reviewed every 3 years.

## Action Plan 2007 - 2010

The following action plan outlines what will be achieved in the next year with regards to meeting the Disability Equality Duty.

Aspect of the duty	Issue	Action	Responsibility	Timescale
Involvement of disabled people in developing the scheme	Further consultation required with disabled pupils, staff and parents/carers to determine their priorities over the next three years	Use of focus groups, questionnaires and feedback slips	Designated member of SMT	Sept 07 – July 10
Developing a voice for disabled pupils, staff and parents/carers	No direct representation by disabled pupils on School Council	Disabled pupils given opportunities to be a member of School Council	Head teacher	May – July 08
Encouraging participation in public life by disabled people	Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.	Review patterns of involvement at meetings	Headteacher / Class teachers	Sept 07 – July 10
Eliminating harassment and bullying	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 offenders. If a number of incidents have been prevalent within a particular year group, use circle time or assembly to investigate and address the issue with all pupils.	Year Group Leaders Class teachers	Sept 07 – July 10
	Ensure all staff are trained in their responsibilities under the current disability legislation	Inclusion in CPD programme	Deputy Head teacher	Each year in September
Promoting positive attitudes towards disabled people	Ensure that Governors/Year group Leaders are familiar with their responsibilities under DDA legislation	Presentation at Governors and Year group Leaders meetings	Deputy Head teacher	May – July 2008

<b>Aspect of the duty</b>	<b>Issue</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>
	Ensure that all staff are aware and trained in their responsibilities under current DDA legislation	Raising the awareness of disability equality through general staff induction and in the CPD programme for all staff.	Deputy Head teacher	Sept 07– July 10
	Ensure that all policies, procedures and practices take into account current DDA legislation	Undertake a mapping exercise of current policies, procedures and practices	SMT Year group Leaders	Sept 07 – July 10
	Promoting positive images through school publications	Audit of school publications to be undertaken	School secretary	Jan – Mar 2009
	Enhance awareness of disability issues	Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.	Year group leaders Class teachers	Sept 07 – July 10
	Samuel White's will ensure that external contractors are aware what is expected of them regarding the treatment of disabled pupils, staff and visitors	Requiring contractors to give a commitment towards disability equality through the initial tendering process and subsequent work.	Headteacher	Sept 07 – July 10
Removing barriers	Increasing access to ICT facilities for all pupils.	Ensure all computers accessible to disabled pupils.	Deputy Headteacher	Sept 07
	Samuel White's, in selecting staff to work at the School should ensure equitable consideration of all candidates	Provide specific guidance on the recruitment and selection of disabled staff on the school website	School secretary	Sept – Dec 08
		Research Disability Two-Ticks scheme status		
		Ensuring that all induction material is accessible		
Samuel White's will ensure that its CPD procedures should provide disabled staff with the same opportunity as their non-disabled peers.	Analysis of Performance Management Review meetings	Deputy Head teacher	Annually in June	

<b>Aspect of the duty</b>	<b>Issue</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>
	Samuel White's will ensure that there are sufficient designated members of staff with appropriate skills and experience to provide specialist advice and support for staff and pupils	Review the staffing allocation for disabled pupils and staff annually	Headteacher SENCO SMT	Sept 07 – July 10
	Internal communications systems should provide appropriate staff with information on the particular needs of disabled pupils, staff and visitors in a clear and timely way	Ensuring that existing policies, procedures and practices make a clear reference to confidentiality/duty of care and are amended to keep up with changing legislation	SMT	Sept 07 – July 10
	Disabled pupils, staff and visitors can fully access buildings	Continue the programme of works as part of the Disability Access Plan	Finance Govs + Headteacher	Sept 07 – July 10
	External publicity and general information should be accessible to people with disabilities	Ensuring that the school website meets existing DRC good practice	IT leader Finance Governors	Sept – Dec 08
		Agreeing Samuel White's guidelines to produce internal or external publications in accessible formats for disabled people	School secretary	May – July 07
	Ensuring that the needs of individual disabled pupils are met.	Agreeing targets to identify and assess disabled pupils/staff through relevant specialist services	SENCO Year Group Leaders	Sept 07 – July 10
		Ensuring that disability issues are built into all student induction programmes	Deputy Head teacher Team Leader Years	Sept 07 – July 10
		Set up a separate disability budget	Finance Govs + Headteacher	Mar 08
	The delivery of programmes of study take into account the needs of disabled pupils	TLC to review schemes of work annually	Team Leaders Curriculum Deputy Head teacher	Sept 07 – July 09

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	Academic support will be appropriate to the needs of disabled pupils	Review of SEN IEPs/Statements annually	SENCO	Sept 07 – July 10
	Samuel White's, as service provider, will ensure that buildings and events are accessible	Review of the Disability Access Plan annually.	Finance Govs and Headteacher	Sept 07 – July 10
Impact Assessment	To identify the impact of actions taken	The impact of the action plan will be measured through the school quality and performance management systems.	SMT	Sept 07 – July 10
The Governing Body	To ensure that Governors take appropriate consideration of disability equality	Committees to consider disability and equalities issues. Formal discussion at least once a year.	SMT Chairs of Governors Committees	Sept 07 – July 10
	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.	Governors to review procedures	Chair of Governors Clerk to the Governors	Sept 07 – Dec 07
	To ensure that disability issues are considered when the school budget is set.	Identify specific funding for disability issues which are not covered by existing budgets	Finance Governors and Headteacher	
What disability data is currently collected	No formal records of number of disabled applicants for staffing posts	Introduction of a tracking form to monitor applicants	Office staff	Sept 07
	Monitoring of achievement of pupils by disability	Analysis of data at year reviews	Deputy Headteacher Team Leaders	Sept 07 – July 10
	Monitoring of disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)	Analysis of Performance Management Review meetings	Deputy Headteacher	Annually in June



<b>Aspect of the duty</b>	<b>Issue</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>
Reviewing and monitoring	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 pupils and staff with disabilities.	<p>The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.</p> <p>An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.</p>	<p>SMT</p> <p>Member of SMT with responsibility for disability</p>	<p>Sept 07 – July 09</p> <p>Annually in July</p>