SPARKENHOE COMMUNITY PRIMARY SCHOOL

DISABILITY EQUALITY SCHEME

Introduction

Schools have a duty to all disabled pupils, staff, governors, parents and visitors. 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 people with disabilities are not treated less favourably in any procedures, practices and service delivery.

We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school. This scheme should be read in conjunction with the Equality Policy.

The purpose of a Disability Equality Scheme is to explain in one document how we will make sure that we promote equality for disabled people and challenge discrimination against them. The school recognises its duty under the Disability Discrimination Act 2005 (DDA)

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

We will actively seek to:
- Promote equality of opportunity between people with disabilities and other persons. Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of people with disabilities that is related to their disabilities.
- Promote positive attitudes towards people with disabilities.

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- Encourage participation by people with disabilities in public life. It is also important to respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of the different disabilities that people have, 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 children with disabilities, staff and those using services provided by Sparkenhoe Community Primary School.

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

- Appraise and update the Disability Equality Scheme every three years
- Report on progress annually in the SEND Report

Specific Duty

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life. The specific actions currently being taken include:

Admissions	Admission to Sparkenhoe Community Primary School is in line with LA policy. We will not discriminate against anyone with a disability - In the way we decide who is admitted into the school. This includes any criteria when it is over-subscribed, and the way it operates those criteria - In the terms for offering pupils a place at the school - By refusing or deliberately not accepting an application from a disabled pupil for admission to the school The school takes all reasonable steps to provide effective educational provision. The school takes steps to find out whether children being admitted or existing pupils have a disability.

Involvement of people with disabilities in developing the scheme	Sparkenhoe Community Primary School will consult with children with disabilities, staff and service users in the ongoing development of the Disability Equality Scheme through: • Individual Learning Programmes and Annual Reviews with SEND children/parents • Analysis of available school disability data • Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of children with disabilities • Meetings with parents at consultation evenings
Developing a voice for children, staff and parents/carers with disabilities	Sparkenhoe Community Primary School is developing opportunities for children with disabilities, staff and parents/carers by: • Including children and parents/carers in review meetings • Including children and parents/carers in school questionnaires • Class teachers discussing issues regularly with children (via the curriculum and assemblies) • Use of the School Anti-Bullying Ambassadors
Encouraging participation in public life by people with disabilities	• Collective Worship • Performances • Sports activities • School council and other school groups • Governing body Children with disabilities are included fully in school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.
Eliminating harassment and bullying	Sparkenhoe Community Primary School has a clear policy on anti-bullying. The school records all incidents and a record is kept of all actions taken.
Promoting positive attitudes towards people with disabilities	Sparkenhoe community Primary School promotes positive attitudes towards people with disabilities by: • Ensuring displays and resources reflect diversity • The curriculum positively promotes difference • Teachers take into account Individual Learning Programmes when planning lessons • Use of outside agencies to support staff training

Removing barriers to Learning	Sparkenhoe Community Primary School removes barriers by: • Not excluding children with disabilities 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. • Having appropriate seating and desk support available to provide necessary support where required. • Having appropriate additional equipment, e.g. ramps • Operating a Teaching and Learning Policy that requires all lessons to be differentiated/adapted to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children. • Ensuring children with disabilities have access to extra curricula activities. • If necessary, installing Braille signs for visually impaired children. • If necessary, installing a sound loop for hearing impaired children. • Using coloured backgrounds to aid children with dyslexic type difficulties. • Staff adapting, as appropriate, resources and techniques to suit a wide range of learners. • All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN children. • Following standard assessment test guidelines to ensure that children with disabilities have the same opportunities as their peers. • Having strong links with external partners e.g. Advisers, Psychology Service, Social Services, Health Service, Speech and Language therapists, Specialist teachers. • Using external advisers to support review meetings. • Using external advisers to assist with planning of PSHE programme where appropriate • Regular staff CPD on inclusion.

Exclusions	LA exclusion procedures are followed to ensure that no disabled child is discriminated against by exclusion whether fixed term or permanent, because of his/her disability.
Access (see Accessibility Plan)	• Ensuring that all areas of the curriculum can be delivered from as many classrooms as possible. Relocating classes to accessible classrooms for the whole academic year where this is not. • There is a disabled toilet available in the Gopsall building and two in the Saxby building. • There is a ramp leading up to the main entrance of the school and a lift inside enabling access to all parts of the Saxby building. • There is a ramp leading up to the main entrance of the Gopsall building. • Events for parents/carers such as open evenings, assemblies and meetings with teachers are held in accessible parts of the school. • The school works with external agencies to make adaptations to facilities to meet individual needs.
Impact Assessment	Sparkenhoe Community Primary School undertakes Disability Equality Impact Assessments through two specific activities: • The school will use existing procedures for reviewing the impact of provision for children with disabilities e.g. Annual Reviews, Year Reviews • External validation e.g. Parent/community surveys.
The Governing Board	Governors meetings will be held in locations that are accessible to people with disabilities when the need arises. Parents and children are made aware of how the Governing Board contributes to the life of the school through the school website and newsletters. The School and Governors consult with parents/carers through questionnaires.

What disability data is currently collected	Sparkenhoe Community Primary School currently collects the following disability data (qualitative and quantitative) 1. For all children, including those with additional needs:- • Admission forms • The total number of children with disabilities • Home and contact details 2. For children with additional needs:- • SEND Child Support Plan • Annual Reviews • SEND Register • Integration of children with disabilities including access to the curriculum. 3. For staff:- • The total number of disabled staff • Number of appointments of disabled staff
Reviewing and monitoring	The above data is reported to a number of bodies such as: • Governing board • Board of Trustees • School Leadership Team

Additional Support

The SEND framework is designed to provide support and services. The school's duty under the DDA is designed to sit alongside the SEND framework and is not an additional route of access to auxiliary aids or services.

Access Plan

Physical alterations for disability are covered by the longer term planning duties of LAs, Academy trusts and schools. These include three distinct elements:
• Improved access to the curriculum
• Physical improvement to increase access to educational and associated services
• Improved information in a range of formats for disabled pupils

Sparkenhoe Community Primary School uses the "Identify barriers to Access" checklist to audit provision and accessibility. The audit informs the School Accessibility Plan.

Action Plan

We have a duty to all disabled pupils and potential pupils, not just individuals. All policies will be kept under review to ensure that they do not discriminate against disabled pupils. Policies, procedures and practices should not be discriminating and should provide the school with the flexibility required to respond to individual needs to ensure that disabled children are not placed at a substantial disadvantage.

Monitoring and Evaluation of the Process and Action Plan

The process will be monitored at appropriate stages throughout the year e.g. Phase meetings, SEND and staff meetings and through the Governing Board.

Updates and amendments will be made as and when necessary.

Roles and Responsibilities of Staff

The phase leaders and senior leadership team have responsibility for the induction of new staff and each member of staff will be responsible for ensuring that the procedures are implemented.
The Headteacher has responsibility for reporting to Governors, the Trust, the DfE and parents.

Professional Development

The school is committed to providing training opportunities for both teaching and support staff and training needs are identified within the annual staff development plan.

Roles and Responsibilities of Trustees and Governors

The Board of Trustees is responsible for the allocation of funding and the Governing Board is responsible for ensuring that the procedures set out in the policy are carried out throughout the school.

Arrangements for Review of Policy

The policy will be reviewed as part of the rolling programme for whole school development, initially by the Senior Leadership team and then through consultation with staff and governors.

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Complaint Procedure

If there are any complaints relating to the provision for disabled children, these will be dealt with in the first instance by the Headteacher. The Chair of Governors and/or Board of Trustees/Local Authority may be involved at this stage, if necessary. In the case of an unresolved complaint, parents may contact the Special Educational Needs and Disability Tribunal.

References

SEND Policy
Equality Policy
Health and Safety Policy
Curriculum Policies

 Approved by the Governing Board: March 2023