

Euxton C of E Primary School
Disability Equality Scheme
2014-2016

Mission Statement

Within the framework of a Christian foundation and community, we intend that each child should progress as far as possible in gaining the knowledge, skills and attitudes essential for a balanced life whereby choices are made according to sound critical judgement. We would wish each child to gain a sense of achievement and develop to their potential.

This scheme should be read in conjunction with our accessibility plan, behaviour policy, bullying policy, educational visits policy, SEN policy, race and gender equality policy and recruitment and selection policy.

What do we understand by “disability”?

At Euxton C of E we promote disability equality and prepare all our children 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, long-term and adverse effect on their 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.

What do we understand by “equality”?

**‘From each according to his abilities; to each according to his needs’
(Marx)**

Aims:

- to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use, or wish to use the school;
- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils and parents of information which is provided in writing for pupils who are not disabled.
(as mentioned in Parts 4 and 5a of the Disability Discrimination Act 2005)
- To encourage disabled persons to feel part of the life of the school;
- To ensure that disabled children are included by their peers in all aspects of school life;
- To ensure that parents of disabled students feel their child is part of the life of the school

Involvement and Consultation

The working group who created the policy includes people who have direct experience of working with and caring for disabled adults and children. The school community was consulted via questionnaire before the policy was brought before governors and the policy adapted accordingly. The SENCo, who is also part of this working group, is available one morning a week for members of the school community to drop in and discuss any issues which arise. These issues will then be fed back to the working group and acted upon accordingly.

Gathering Information

Careful tracking of pupil progress is in place and particular groups of children who are deemed more vulnerable are monitored more closely. Patterns of progress from different groups are also analysed eg. gender.

Information is gathered on all vulnerable and disabled pupils in school: on their achievement, attendance, involvement in extra-curricular groups and through the behaviour log and accident book. Their social inclusion is also monitored in a social inclusion survey. Advice and evaluation from IDSS (Inclusion and Disability Support Service), specialist teachers who work in the school and also the educational psychologist is sought where relevant.

On induction to the school, new parents and children are asked to complete a questionnaire which includes questions about disability and medical needs.

Regarding recruitment and employment, feedback is given from Human Resources at county. Any suggestions/complaints regarding the implementation or success of the Disability Equality Scheme are fed back to the working group (the complaints procedure is made clear to parents in school brochure).

Information gathered will inform the working party and will be prioritised and included in the Accessibility Plan (see below) or School Action Plan.

Meeting The Six Duties

- 1) 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 the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
- 2) and 3) Eliminating Discrimination, Harassment and Bullying
- 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;
 - 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.

Euxton C of E 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.

The school has adopted LA policies on harassment at work.

The school's Anti Bullying Policy is regularly monitored and reviewed. The latest policy is available from the school website.

- 4) 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 – PSHCE and 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
 - Inviting disabled members of the community/organisations to talk to the children.
- 5) 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.
- 6) 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 and support for disabled pupils at breaks and lunchtimes;
- Additional support when needed to enable disabled pupils to access extra-curricular activities.
- A policy of interviewing all disabled applicants who meet the minimum requirements for a job.
- Occasionally using positive discrimination and extra reward systems for a temporary period to help equalise opportunities for disabled people (for example an autistic child going to the front of the queue until they understand taking turns).

Action Taken To Implement the Scheme

In order to ensure that action is taken to meet the Disability Equality Duty, Euxton C of E has draw up and implemented an action plan which outlined how the requirements of the DDA 2005 would be met. This action plan can be requested from the school records but as actions have been completed this is not part of the 2012-2015 whole school action plan.

The headteacher will ensure that appropriate people are informed of their responsibility in the implementation of the scheme.

The headteacher and governors will ensure that money will be provided to make any reasonable adjustments to promote equality of opportunities for disabled people and for them to participate fully

- In the classroom
- In the school curriculum
- At all times and in all parts of the building.

All new parents are invited to induction and new parent meetings and informed that policies and newsletters school documents can be converted into a medium of their choice e.g. Braille, enlarged print, translated into a different language or read aloud to them.;

Monitoring and Reporting

A working group consisting of parents, senior management team, the SENCo, support staff, Out of School Club Supervisor and PTFA was established and met regularly to ensure the Disability Scheme and the Accessibility Plan was in place and working. Any significant alterations or updates needed for the Disability Plan will be discussed with governors and if new action is needed a new plan will be drawn up.

Last reviewed: October 2014