



Disability Equality Scheme

2007/2008

Paisley Primary School – Disability Equality Scheme

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Appendix 1 DES Action Plan

The following priorities have been identified for the first year and are detailed in the Action Plan

- 1.** To identify and record the details of pupils, parents, carers and staff with disabilities and reasonable adjustments made as required by this Scheme.
- 2.** To consult pupils, parents, carers and staff on the above and the contents of this Scheme.
- 3.** To conduct an initial audit of existing resources, schemes of work and policies to identify opportunities to promote Disability Equality as defined by this Scheme

1 School Ethos, Vision & Values

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 disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the “social model” of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

2. Definition of Disability

The Disability Discrimination Act 1995 defines a disabled person as 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’.

According to the DDA, an impairment is to be treated as affecting the person’s ability to carry out normal day-to-day activities, only if 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 and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. 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.

Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day active

3. The General Duty

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 –This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere 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)

4. How we will meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school. It establishes initial priorities to ensure we meet this duty.

Future actions may include the establishment of new priorities to increase access to the curriculum, the physical environment and the provision of information. These should include measures to increase participation such as: encouraging pupils with a disability to be on the school council; providing support to help pupils with a learning disability to participate in debates; directly asking pupils, parents and carers to contribute their views.

Specific actions will depend on the feedback from consultation, and may include strategies to promote accessibility and make the environment more disabled friendly, such as creating quiet places, improving signage, etc. The formal consultation will take place annually but pupils, parents and carers should feel able to raise issues as and when they feel it necessary.

We will make all reasonable adjustments to ensure that children with disabilities can participate in lunchtime activities, school plays and school trips. We will assess factors such as whether children are able to participate in all aspects of school life and how well children are achieving socially and academically. (See: "Implementing the Disability Discrimination Act in Schools and Early Years Settings" which can be ordered online at: www.teachernet.gov.uk/publications Ref:-DfES 0160 2006 or by calling 0845 600 9506.)

Many of the above will be included within the Accessibility Plan. In addition to this, a DDA Action Plan will be established at each policy review.

4.1 Involvement of Disabled People in Developing the Scheme

This initial Scheme was created by the Headteacher, a Parent Governor and LA Governor with a disability to ensure that there was sufficiently wide representation at this stage. The scheme was produced following research into the findings of other schools and LAs and taking these and informal consultations into account. The existing Equal Opportunity Policy and new Accessibility Plan already included actions and priorities from previous consultations. A consultation exercise is currently under way involving a sample of parents and children. This will be analysed by Bristol University and following feedback, a wider consultation will take place.

During this first year (2007/2008), the initial Scheme and Action Plan will be made available via the website and on request. A questionnaire will seek further responses, including the identification of children, parents, carers and staff with disabilities. Following this, a review will take place and the resulting revised Scheme will then be placed on the usual 3-year review cycle.

School records will show all students with SEN and/or a disability and any actions taken to involve pupils and the outcomes that have been achieved e.g. results of questionnaires, feedback from individual pupils and parents/carers etc.

The Action Plan will show definitive timescales to inform pupils, parents and carers about what will happen, how and when.

We recognise the range of barriers and discrimination faced by pupils with a disability and will work hard to do that bit extra to tackle these. We will keep including pupils, parents and carers by asking them what they want on a regular basis.

The duty requires public authorities to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people.

4.2 Developing a voice for disabled pupils, staff and parents/carers

We will maintain and develop best practice for including pupils and parents/carers in review meetings, transition planning, etc. We will encourage disabled pupils, parents/carers and staff to participate in public life, now and in the future, including the life of our school. This has and will include the development and monitoring of both the Scheme and the Action Plan. It is also important to recognise that we should take all reasonable steps to support anyone who we can reasonably expect would have difficulty accessing information.

4.3 The Governing Body

The Governing Body has an important role to play in ensuring that the school meets its responsibilities under the DDA. The minutes of the Governing Body should make this clear and these are always available for viewing via the school office and this should be publicised via the website and newsletters. Parent Governors in particular have a responsibility to represent the views of parents and should seek these out and bring them to the attention of the school and Governing Body. Attending sessions of the currently developing "parents support group", distributing questionnaires and regular "meet your governor" events would be ways of achieving this. Consideration should be given to ways of encouraging disabled parents, carers

and community members to become governors and/or become involved in the life of the school..

4.4 Removing barriers

We will take all reasonable steps to ensure that the services of the school are made accessible to all pupils, parents, carers and staff. This access covers three areas – access to the curriculum, improvement of the environment and provision of information. Current and planned steps are outlined in the Accessibility Plan.

4.5 Disability in the Curriculum, including teaching and learning

It is important that the curriculum is used as a vehicle to promote positive attitudes to people with disabilities and their important past, present and future contributions to society. Resources and language used should promote these positive views and specific learning activities should be identified across the curriculum which demonstrate the above.

4.6 Eliminating harassment and bullying

The school's Behaviour and Anti-Bullying Policies make clear how harassment or bullying will be dealt with. We expect everyone in our school community to be treated and to treat others with respect and this applies to those with disabilities as to anyone else.

4.7 Reasonable Adjustments

As previously stated, the school will make all reasonable adjustments to ensure that everyone has access to the services of the school. Current priorities are stated in the Action Plan and Accessibility Plan but these should not be regarded as exclusive and the school will respond to any further requests or suggestions. Such requests may for example be in relation to a specific need in relation to curriculum access, learning or teaching breaks, lunchtime participation, after school club attendance or involvement in educational visits.

4.8 School Facility Lettings

On those occasions when the school site is used by the community or other agencies we will expect that they honour our commitments as stated in this scheme. Priority parking should be given to those with disabilities affecting mobility.

4.9 Contractors & Procurement

Contractors working on the site will be expected to honour our commitments as stated in this scheme. School catering staff for example will cater effectively for those with food allergies, visiting educators will take account of the needs of pupils with disabilities and all will treat others with appropriate respect.

4.10 Information, Performance and Evidence

The school has the following arrangements in place for gathering information about the performance of the school on disability equality.

a. Pupil Achievement

The school closely monitors the educational performance of all individuals and also compares and analyses the performance of various identified groups including those with Special Educational Needs. Children identified as having a disability will also be monitored as a distinct group. Following analysis, the school initiates appropriate interventions to ensure that pupils make the best possible progress.

b. Learning Opportunities

The school will make all reasonable adjustments to ensure that pupils and adults are able to participate in all learning opportunities offered before, during and after the normal school day. Registers of attendance will be monitored and every effort made to encourage and facilitate the participation of pupils with disabilities.

c. Admissions, Transitions, Exclusions

Our admission procedures do not discriminate on any grounds other than priority being given to pupils within the catchment area. Exclusions are closely monitored and only used as a last resort, with detailed records being kept. Every effort will be made to avoid the exclusion of children with disabilities and this will be monitored by the Headteacher and Governing Body.

d. Social Relationships

Through our PSHE and Citizenship learning programme, Restorative Practice, school ethos and the curriculum as a whole we seek to build good relationships and respect between all individuals. Our behaviour and discipline procedures require the logging and reporting of serious breaches and children are encouraged to report incidents of bullying. These records are monitored by the Behaviour Professional and senior staff in order to resolve any issues that arise.

e. Employing, promoting and training disabled staff

Our employment procedures are non-discriminatory and all reasonable adjustments will be made to ensure that the needs of disabled staff are met and that they are able to participate in all aspects of the life of the school. These needs will be identified by questionnaire and by individuals and their line-managers and colleagues showing an awareness of needs and a willingness to work in partnership to address these.

4.11 Impact Assessment, Review and Monitoring

During this first year (2007/2008), the initial Scheme and Action Plan will be made available via the website and on request. A questionnaire will seek further responses, including the identification of children, parents, carers and staff with disabilities. Following this, a review will take place and the resulting revised Scheme will then be placed on the usual 3-year review cycle for the Governing Body.

The DDA Action Plan and Accessibility Plan will include success criteria for all priorities identified which will measure the success and impact of these priorities.

Feedback will be sought from pupils, parents, carers and staff.

The Disability Equality Duty Code of Practice provides information on how to make decisions about impact assessment. See (www.dotheduty.org) and "Implementing the Disability

Discrimination Act in Schools and Early Years Settings”. (This can be ordered free of charge online at: www.teachernet.gov.uk/publications Ref:- DfES 0160 2006 or by calling 0845 600 9506.)

4.12 Review dates and responsibilities

Date of next review: December 2008

Senior Member of Staff Responsible: Mr Robin Petch

Designated Member of Staff: Mrs Maureen Woyen

Chair of Governors Responsible: Mrs Sue Marsden

Governors Responsible: Mr Derek Jennings
Cllr. Michael Rouse-Deane