



DES – January 2015

DISABILITY EQUALITY SCHEME

Coton-In-The-Elms C of E (VC) Primary School

January 2015 – January 2017

Introduction

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.



1: Starting points

1.1: The purpose and direction of the school's scheme

At Coton-in-the-Elms CE Primary School we want all our pupils to enjoy and achieve to their full potential. We want our school to be welcoming and accessible to all.

The General Duty

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Accessibility Plan Vision.

To enable all pupils to have full access to all parts of school life

1.2: Involvement of disabled pupils, staff and parents

As part of our requirement to consult with disabled pupils, staff and parents, we have consulted our parents through a questionnaire. Disabled parents were further consulted by interview. Children are regularly consulted as part of their IEP process.

Involving disabled people is a requirement of a scheme and brings real benefits in terms of;

- Providing insights into the barriers faced by disabled pupils, staff and parents
- Developing expertise in identifying ways to overcome these barriers
- Improving working relationships between schools and disabled pupils, staff and parents.



1.3: Information gathering

Coton-In-The-Elms CE Primary School defines Disability in line with the current definitions in the Disability Discriminations Act (DDA). This means that at this school we define Disability as:

‘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.’

Definition of the terms:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on 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;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

In our school the following adjustments are made to support school users who have a disability:

- a) *Children who are on our special needs register receive individual help from a teaching assistant to enable them to access the curriculum*



DES – January 2015

- b) *We run mobility groups for children who require help with fine and gross motor control*
- c) *All staff are aware and trained how to deal with fits caused by epilepsy*
- d) *All staff are aware of and promote inclusion in all activities in our school*
- e) *Information regarding disabilities is gathered upon entry to school and discussions held with the child or parent as appropriate*

Our current disabled population is:

<i>Disability</i>	<i>%</i>
<i>Ability to lift, carry or otherwise move everyday objects</i>	
<i>Behaviour</i>	
<i>Continence</i>	
<i>Manual dexterity</i>	
<i>Medical</i>	
<i>Memory or ability to concentrate, learn or understand</i>	
<i>Mobility</i>	
<i>Perception of risk of physical danger</i>	
<i>Physical Co-ordination</i>	
<i>Speech, hearing, vision</i>	

Information Gathering Process for all schools users.

We have gathered information from a number of sources.

- We have surveyed all current pupils, parents, carers and users of the school to gain their views on current provision and future aspirations.
- We have contacted visiting professionals who support pupils with disabilities and asked for their views and will consult with local groups for those who count as disabled under the disability act, in future reviews.
- We have discussed the issues with all feeder schools/ nursery providers in the area.
- We have jointly discussed access with other local schools and produced details of other local provision.

The information is needed to allow the school to plan for the future so that the needs of the local disabled community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way



DES – January 2015

that individuals will be unidentifiable and therefore confidentiality is maintained.

In our school we look on the issue of someone not being able to access something because of a disability as being a problem with what is provided, not the person using the facility or accessing the provision, we would encourage people to make their needs known to us so that we can ensure that they do have full access.

We need, as one of the priorities for the action plan to look at how we can keep this information up to date and involve members of the disabled community in the ongoing life of the plan. This will improve the quality of the information available when the plan is reviewed in two years.

- We have also gathered information about recruitment, development and retention of disabled employees.

We have reflected on the respective responsibilities of the school and the local authority and we have ensured that we are able to collect information on new staff through the recruitment process by completion of pre recruitment forms.

We have discussed the need to have information on disability with current Staff.

The information collected shows how disabled staff are represented amongst different groups of employees, at different levels of the school, and amongst those who leave the school.

Educational opportunities available to and the achievements of disabled pupils.

Information about disabled pupils which is already available to the school comes from parents, school health, the educational psychologist and the Local Authority.

Using the understanding of which pupils may count as disabled which we have established earlier in the scheme we have analysed this data against:

- the presence;
- participation; and
- achievements of disabled pupils.



Presence:

Our current disabled population is:

Disability	%
<i>Ability to lift, carry or otherwise move everyday objects</i>	
<i>Behaviour</i>	
<i>Continence</i>	
<i>Manual Dexterity</i>	
<i>Medical</i>	
<i>Memory or ability to concentrate, learn or understand</i>	
<i>Mobility</i>	
<i>Perception of risk of physical danger</i>	
<i>Physical Co-ordination</i>	
<i>Speech, hearing, vision</i>	

The table above shows our analysis of the Disabled population in our school. It shows:

- what % disabled pupils there are in the school;
- which impairment groups are represented in the school; and
- whether there are groups of disabled pupils who are not represented at the school.

Participation:

From the analysis of the information we have collected about the participation of disabled pupils and staff we have decided on the following priorities for the Disability Equality Scheme

Priority 1... To ensure all classrooms, corridors, thoroughfares and doorways are free from obstruction, enabling access for all abilities.

From this analysis we have also decided that the following issues can be addressed by making reasonable adjustments.

*Issue 1...Storage of furniture in the disabled toilet
Reasonable Adjustment - Remove before public events*

Issue 2... Area for wheelchairs in the hall

Reasonable Adjustment - Designated area to be put in place



DES – January 2015

The achievements of disabled pupils

We have analysed the achievements of our disabled pupils against the same success criteria we use for all our pupils including:

- exams;
- accredited learning;
- end of key stage outcomes;
- comparative progress measured by the optional SATs;
- achievements in extra-curricular activities; and
- broader outcomes such as those set out in *Every Child Matters*.

From this analysis we have seen that disabled pupils make very good progress in our school

Information on disabled parents, carers and others using the school.

Information has been gathered by interview with our disabled parents and their information has helped to inform the Disability Equality Scheme for our school

1.4: Impact assessment

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

The main mechanism by which our school will assess the impact of their current policies will be by bringing together:

- the issues identified through the involvement of disabled pupils, staff and parents; and
- the information that the school holds on the disabled pupils, staff and parents.

Over the lifetime of the scheme we will assess the impact of on disabled people of our current policies. We will involve disabled people in prioritising what is to be looked at first. Impact assessment will be incorporated into the school's planned review and revision of existing policies and into the process of developing new policies.

2: Identifying the main priorities for your school's scheme and deciding your actions.

The priorities for the school's scheme have been set in the light of:



- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Priorities identified are about:

- improving information;
- Improving the involvement of disabled pupils, staff and parents.

The actions we will take to promote equality of opportunity will address the six elements of the general duty:

Promoting equality of opportunity

We are working proactively to make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils, through this we promote equality of opportunity for disabled pupils and to secure their participation in every aspect of school life.

We have incorporated priorities from our accessibility plan into the scheme.

These are:

Priority 1 - To ensure that furniture is removed from the disabled toilet on public occasions.....

Priority 2 - To ensure there is a designated area for wheelchairs on public occasions.....

We have also added further priorities to add in respect of promoting equality of opportunity for:

disabled staff by...ensuring our recruitment process makes us aware of any problems that may make access difficult within our school

Eliminating discrimination,

We are working proactively to eliminate discrimination, for example:

- by awareness raising and staff training;
- by keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- improving communication.



Eliminating harassment

We are working proactively to eliminate harassment.

We will;

- raise awareness amongst staff and pupils of disability-related harassment;
- understand the nature and prevalence of bullying and harassment;
- recognise and address bullying and harassment;
- involve pupils themselves in combating bullying;
- ensure that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed.

Promoting positive attitudes

We are working proactively to promote positive attitudes to disability, for example:

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by ensuring representation of disabled people in senior positions in the school;
- through the use of positive images in school books and other materials.

Encouraging participation in public life

Disabled pupils, staff and parents are encouraged to participate in school life:

- *they see their disabled peers included and succeeding in the life of the school;*
- *disabled pupils, staff and parents are represented in senior, responsible and representative roles;*
- *there are positive images of disabled people participating.*

Taking steps to meet disabled people's needs, even if this require more favourable treatment

We will ensure that the policies of the school and the climate of the school is designed to meet disabled pupils needs. We will give due consideration to the fact that in order to do this we may have to ensure that the disabled person receives more favourable treatment.

3: Making it happen

3.1: Implementation

In order to ensure the that the scheme is effectively implemented we will ensure that:



DES – January 2015

- the scheme is supported by a detailed action plan; and
- the action plan is incorporated into a framework that has the oversight of the governing body, and that progress is checked.

The action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.
-

The scheme will be linked to both the full School Improvement Plan and the Accessibility Plan to ensure that the scheme is reviewed on a regular basis by the governing body.

Evaluation

We will evaluate the effectiveness of this scheme and reflect this evaluation in our discussions with:

- their school improvement partner; and
- Ofsted, when the school is inspected.

3.2: Publication

The school's scheme is available from the school office and published on the school web site www.cotton-in-the-elms.derbyshire.sch.uk:

This scheme was published on January 1st 2015 and will be in operation until Jan. 1st 2016

3.3: Reporting

We will report annually on:

- the progress we have made on our action plan; and
- the effect of what we have done.

This will happen on the school web site

3.4: Reviewing and revising the scheme

As part of the review of the scheme, we will:



DES – January 2015

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school set new priorities and new action plans for the next scheme. This process will again:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

Over time we will align our accessibility plan and our disability equality scheme so that we produce a new scheme and plan at the same time.

The following ACTION PLAN picks up the Priorities Highlighted in Sections 1 and two of the DES and the Accessibility plan.



DES – January 2015



DES – January 2015

DES SECT	TARGET	ACTION	LEAD RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
Priority 1	To ensure that furniture is removed from the disabled toilet on public occasions.	School to ensure that disabled toilet is cleared before all events that invite the public / parents in.	HT.	Any disabled visitors to school to access the toilet facility.	Comments from visitors.
Priority 2	To ensure there is a designated area for wheelchairs on public occasions.	School to make sure an area is made available for wheelchair users.	HT.	If wheelchair access is needed, does the school provide adequate access and space?	Comments from visitors.