



## **SCHOOL DISABILITY EQUALITY SCHEME**

**2014-2017**

The Disability Discrimination Act 2005 required all public authorities, including secondary schools, to produce and publish a Disability Equality Scheme

All primary schools in England are required to publish their Disability Equality Scheme by 3<sup>rd</sup> December 2007

The purpose of the Disability Equality Duty is to improve equality of opportunity for all disabled people using the school. Westbury-on-Severn CE Primary School's Disability Scheme will demonstrate how we as a school will ensure that the requirements of the Disability Discrimination Act 2005 are met.

Signed  
Chair of Governors

**DES Review Date January 2016**

**Action Plan Review date January 2017**

**Senior member of staff responsible Headteacher**

**Designated member of staff Headteacher**

## **Introduction**

Westbury-on-Severn Church of England Primary School is committed to ensuring equal treatment of all its employees, pupils 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 or service delivery.

This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment.

Westbury-on-Severn Church of England Primary School recognises that 'disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole'.

## **What do we understand by 'disability'?**

'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities' (DDA 1995 Part 1 Para. 1.1)

Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

## **How we will meet the General Duty and 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.

## **The General Duty**

We 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
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

This will be achieved by:

Discussion and awareness raising with staff, parents, Governors and pupils through the school newsletter, assemblies and in meetings. This will need to be strongly held by the head teacher in order that it becomes embedded into school life.

### **Involvement of Disabled People in Developing the Scheme**

Pupils, staff, parents, carers and disabled members of the community who may use school facilities are involved in developing the scheme and identifying actions. Parents and the local community have been invited to contribute their ideas through the school newsletter.

The DES will be discussed and monitored through the Premises Committee meeting though it is recognised that many of the issues will be wider than just related to premises. Issues arising will be referred to the appropriate Governor's committee.

### **Gathering information from disabled pupils, staff, parents, carers and people from the wider community using the school.**

The school will seek to improve how we gather information from people with a disability by inviting suggestions through the school newsletter. Any child or adult joining the school with a disability will be invited to contribute to the plan.

To comply with the DDA requirements will consider in particular

- The educational opportunities and achievements of pupils
- The recruitment, development and retention of disabled employees

Gathering information will be an ongoing process. We will collect data about disability over time and analyse our policies and procedures in the light of our findings.

### **Using the information to prepare the Action Plan and assess the impact**

The DES working group, as part of the Premises Committee will use the information gathered to prepare the Disability Action Plan and to review the effectiveness of the actions taken. Where necessary new action points will be included.

Information will be analysed to show how much progress has been made in relation to disability equality. Educational achievements and wider opportunities for pupils with disabilities will be monitored. Further opportunities to promote equality will be included in subsequent Action Plans.

## **Links between school policies, the Accessibility Plan and the Disability Equality Scheme**

This scheme will form part of the School Improvement Plan. The scheme will take into account the Every Child matters agenda and will be added to policies as they come up for renewal.

### **Arrangements for publication**

Once the plan has been drafted it will be made available on demand for any comments.

## Appendix 1 DES Action Plan & Access Plan 2014-2017

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)
To ensure that the needs of disabled people are thought about in all aspects of school life in order to meet the schools stated vision of inclusion for all.	Re-visit the schools vision and aims, amending them as necessary.	That the needs of disabled people are considered in all aspects of school life.	Immediate and on-going	Headteacher, staff and governors.
To develop an action plan to identify areas of challenge within the school buildings for current and future disabilities.	To find out if there is local Authority/diocese support for this. To undertake audit of premises. To identify any issues and timetable them into building plan	Premises issues identified for any current and potential people with disabilities.	Easter 2015	Chair of Operations committee in consultation with Local authority and Diocese.
Access to the new curriculum 2014. Ensure ICT appropriate for children with disabilities	Review accessibility of ICT including whiteboards and laptops.	All children able to access all areas of curriculum using ICT	Summer 2014	Head ,ICT Subject Leader and SENCO
Access to Curriculum Create effective learning environments	Use feedback from staff and children to ensure that all classrooms and resources are organised in	High quality teaching and learning will take place in all areas of school.	Ongoing	Headteacher and all staff.

	accordance with children's needs.			
Access to wider curriculum including Physical Education	Audit participation in extra-curricular activities and identify any barriers regarding access to Physical Education	All children able to access out of school activities.	Ongoing	Head teacher, staff, PE Subject Leader
Access to Outdoor Learning with particular reference to Forest Schools	Audit provision and accessibility arrangements for outdoor learning of Forest School Area	All children will have equal access to outdoor learning with no restrictions to participation in Forest School sessions.	Ongoing	Head teacher, FS leader, staff.