

Highfield Primary
Disability and Equality Policy
January 2014
Highfield Primary School

DISABILITY EQUALITY SCHEME

January 2014 - 2017

FOREWORD

Valuing diversity is central to achieving the overall aim of Highfield Primary School to provide every child with an equal opportunity to succeed.

In developing the scheme, we have been able to identify and record the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be tackled. We will ensure that this Disability Equality Scheme continues to be effectively implemented and scrutinised so that we meet the obligations placed upon us by the Equality Act 2010. We continue to make real and tangible changes making positive differences to the lives of disabled people.

1. INTRODUCTION

The duty to promote disability equality

The Disability Discrimination Act 1995 was a landmark in equality legislation, making it unlawful to discriminate against someone because of his or her disability. It also required organisations to make 'reasonable adjustments' so that a disabled person could take a job, continue to work for an organisation or access services.

The duty is 'anticipatory'. This means an organisation cannot wait until a disabled person wants to use its services, but must think in advance (and on an ongoing basis) about what disabled people with a range of impairments might reasonably need, such as people who have a visual impairment, a hearing impairment, a mobility impairment or a learning disability

The Disability Discrimination Act 2005 amended the 1995 legislation. It introduced the duty to promote disability equality, which partly parallels the duty to promote race equality introduced under the Race Relations (Amendment) Act 2000. The duty to promote disability equality contains two elements – a general duty for all public bodies and a specific duty, which applies to a more limited number of specified public authorities, including maintained schools. The Code of Practice produced by the Disability Rights Commission (DRC) states that the "overarching goal of the duty is to promote equality of opportunity". In many cases the disadvantage and discrimination that disabled people experience arise from attitudinal and environmental barriers. The duty to promote disability equality aims to overcome these barriers. This legislation was then replaced by the Equality Act 2010, which simplified and consolidated previous acts.

This Scheme sets out the steps Highfield Primary School will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life in the wider community and in the non-educational services they might provide.

The general duty

The general duty to promote disability equality places a duty on all public authorities, when carrying out their functions, to have due regard to the need to:

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- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Equality 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
- Take reasonable adjustments to avoid the substantial disadvantage to a disabled person

The Specific Duty

The specific duty requires a designated public authority (which includes schools) to produce and publish a Disability Equality Scheme (DES), setting out how it will fulfil its general and specific duties to promote disability equality.

Highfield actively involves disabled pupils, parents and staff in implementation of the scheme.

2. HIGHFIELD PRIMARY SCHOOL - VISION AND VALUES

Our vision and values

We believe that every child has by right an equal opportunity to succeed. In order to deliver this aim we embrace the principles of inclusion, of global citizenship and of community cohesion.

Who do we mean by "disabled people"?

The Equality Act definition of a disabled person is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means "more than minor or trivial" and long-term means lasting or expected to last 12 months or more.

Disability could have an adverse effect if it affects one or more of the following

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger.

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In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, e.g.

- The time and effort that might need to be expended by a disabled child
- The inconvenience, indignity or discomfort a disabled child might suffer
- The loss of opportunity or the diminished progress that a disabled child/parent/member of staff/visitor may make in comparison with his or her peers who are not disabled.

Discrimination Disabled People Face

Disabled people are discriminated against in a number of different ways. These include

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services/policies that have not been designed to take account of the needs of disabled people.

Reasonable Adjustments to Date

Highfield Primary takes fundamental steps in removing these discriminatory barriers for disabled people in Highfield Primary School. The Scheme builds on what we have done already to promote equality for disabled people.

- Increase the extent to which disabled pupils can participate in the school curriculum. Teachers plan and evaluate their schemes of work taking account the needs of children in their classes who have disability.
- Improve the physical environment in the school to increase opportunities for disabled pupils. We have ensured that the building expansion (summer 2010) took into account the need for communal access:
 - Ramp access
 - wide corridors
 - care suite
 - lift
 - Fire evaluation plan
 - Visibility
 - acoustics
 - pathways
- Ensure that disabled children/staff/visitors/parents are provided with access to: staff, equipment and information in formats that are accessible for them. Children with visual impairment have access through CCTV, appropriate font and resources, sloping boards etc.

An Equal Opportunities Policy which aims to respect and value all children as individuals, meeting

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their needs so they reach their full potential and taking appropriate action where there are differences in progress and attainment. We are committed to challenging and preventing all forms of discrimination, including disability.

Through the curriculum we offer, children are given opportunities to explore, acknowledge and value similarities and differences between themselves and others. Curriculum resources are carefully selected to help children to develop self-respect and respect for others, avoiding stereotypes and derogatory pictures or messages about any group of people. The Disability Action Plan (point 5) is used in the curriculum planning and evaluation process

Discriminatory behaviour and/or remarks are unacceptable in school. Most incidents will be dealt with within the framework of the school's behaviour policy. Where a situation cannot be dealt with in this way it will be referred to the governors' Parents' and Pupils' Committee.

3. INVOLVEMENT

A representative group of stakeholders (the Pupil Support Learning Team) which includes governors, parents and staff have worked together to produce this Scheme. Our scheme is reviewed every three years and people with disability will continue to be involved in this process.

Developing a voice for disabled pupils

Class Councils and circle times provide an opportunity for everyone's views to be heard and for everyone to play a part in the decision making process. We engage children in developing a democratic approach which actively fosters representation for disabled pupils on the Schools Council as the main discussion and decision making forum for pupils.

The Governing Body

Governors' meetings and minutes are accessible to parents on request. The GB communicates with parents via newsletters and the school website. School seeks parental views and feedback via an annual parental survey.

Information, Performance and Evidence

The school gathers information about the performance of the school on disability equality under the following headings:

a. Pupil Achievement

Pupils are tracked individually and our assessment system is capable of providing assessment data on individuals and a range of different groups, including children with learning disabilities and disorder.

b. Learning Opportunities

We plan learning opportunities to deliver our aim that every child should have an equal opportunity to succeed. This means that we do not treat everyone the same but rather that we personalise our provision to meet individual needs.

c. Admissions, Transitions, Exclusions (including Behaviour cases)

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Admissions are centrally managed. For the past eight years the school has not excluded any pupils.

d. Employing, promoting and training disabled staff

4. IMPACT ASSESSMENT

We recognise the importance of assessing the impact of our current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning.

Highfield Primary School therefore regularly monitors the impact of school's policies. This is captured by means of the school's equalities monitoring process which involves

- Consultation with disabled stakeholders, in order that areas for change can be identified
- Analysis of information from data collection relating to disability.

This Disability Equality Scheme is a working document. It will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

5. DISABILITY ACTION PLAN

	Current position	Key Actions needed	By whom
Curriculum	Highfield is a very inclusive school. Children with disability access the curriculum, performances and all events. Their work is displayed and celebrated along with their peers. Disabled people share their experiences, challenges and needs in our assemblies. Children with disability are represented on the school council. Disabled visitors and speakers are embedded into our curriculum planning (para Olympian visit in 2013). Disability awareness and empathy is part of our PHSCE curriculum. The school has developed its outside area for example a Magic Garden which has sensory areas and provides another area for learning.	Further training and staff development to ensure excellent transition from year to year.	Julie Colley – Anne Hargrave, all teachers

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Residential	Reasonable adjustments are made to ensure children with disability can access our two residential in year 4 and year 6	Planning for residential is proactive. Access for children with disability is planned for. This may include a specific plan for the individual, a change to the programme, meeting with parents.	Julie Colley, Gareth Potter – staff attending residential
Data collection, monitoring and assessment	We track their achievements, using appropriate reporting frameworks such as P levels, as well as their general attainment levels. Staffs have had training in assessing progress using P Scales and PIVATS. Staff are aware of the progress their children are making.h	The achievement of disabled pupils is monitored individually as a group and by impairment; Assessment and Inclusion Managers evaluate the achievement and attainment of children with disabilities and disorders.	Julie Colley Sharon Woodward
Employing, training and supporting disabled staff	The school promotes itself as an inclusive organization. (Inclusion Charter Mark) The school has successfully supported a member of staff with disability in enabling them to fulfill their role in school. The school actively encourages disabled applicants to apply	Continue actively recruiting, supporting and training staff with disability	Whole school
Lunchtime or after school clubs and trips	Children with disability have reasonable access to extracurricular activities. Child with physical disability leads Wake up shake up dance club. Enabled children with disability to access clubs where they would benefit Additional staff support children with disability (where appropriate) at lunchtimes (Mrs. Walsh table) The table is a mixed table to ensure children who need additional adult support can still sit with their friends	To take every opportunity to provide an increased number of extra-curricular clubs which more closely meet the needs of disabled pupils. Ensure forward planning with staff and parents regarding any reasonable adjustments that may be required in order for the child to access the trip	Julie Colley - staff , Christine Wood Rachael McVeigh - staff
Medical and personal care needs	Disabled children and their parents/carers are consulted on how they want the procedure or	Ensure continual staff development and training takes place.	Anne Hargrave,

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	<p>administration of medication carried out through data sheets. They complete medication request forms when they opt for school staff to administer medications prescribed by a UK GP. Three first aiders are in place. All teaching staff have had first aid training.</p> <p>School staff have regular EpiPen, diabetes and asthma training as well as training arranged on a needs basis for specific conditions such as autism, sensory impairment, etc.</p> <p>Health Care Plans and medical equipment are in place for all children with high level health needs which require the regular or specialist administration of medication. A health care team has been established with designated time.</p>		Jane Wheldale
Health and Safety	<p>Evacuation procedures have been developed to take full account of the needs of disabled people, including the deployment of specific members of staff in an emergency.</p> <p>The school evacuation was reviewed when the new extension is in place</p>	Ensure children who require a personal evacuation plan have one in place	Julie Colley, Anne Hargrave
Admissions and Transitions	We have strong existing procedures for identifying and supporting disabled pupils before they start school. Where necessary this includes early communication with external health and other agencies who may be involved to ensure that we have appropriate support systems in place. The year 6-7	Ensure year to year transition meetings for children with disability take place in July every year.	Julie Colley

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	transition projects are in place and operate every year. Preschool planned transition meetings for children with disability and disorders take place each year.		
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Publication

This document is published:

- On the school's website
- Is available to all school members in hard copy

Reporting

There will be an annual report to the Governing Body on this scheme demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the scheme.

Senior Member of Staff Responsible: Julie Colley, Headteacher

Governor Responsible: Claire Hills, Chair of Pupil Support Committee