

WALDRINGFIELD PRIMARY SCHOOL



Disability Equality Scheme

ADOPTED: May 2017

REVIEWED:

DATE OF NEXT REVIEW: May 2020

At Waldringfield Primary school, we are committed to ensuring equality of education and opportunity for disabled children, staff and all those providing and receiving services from the school.

We aim to further develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

The Disability Equality Scheme

The purpose of a Disability Equality Scheme is to explain how we will make sure that we promote equality for disabled people and challenge discrimination against them. The school recognises its duty under the Equality Act 2010 where disability is identified as one of the protected characteristics. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.

The overriding principle of equality legislation is generally one of equal treatment, however, the provisions relating to disability discrimination are different in that schools may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit to the same extent that a person without that disability can.

Definition of Disability

The Act defines disability as when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Some specified medical conditions: multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting or likely to last at least 12 months.

Our Vision & Values

Waldringfield Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment, which builds independence progressively across all aspects of school. A broad, balanced and learner lead curriculum provides equal opportunity for all pupils to maximise their potential. We promote positive relationships with parents, governors and members of the wider community. At Waldringfield Primary School we aim to promote equality and harmonious relationships, by tackling any form of discrimination. We seek to remove any barriers that may prevent children from accessing, participating, progressing, attaining and achieving in all areas of school life. We seek to remove any barriers to access and participation that may prevent parents and carers being fully involved in the wider education of their child at school. We take seriously our contribution towards community cohesion.

Our Duty

- ♣ To prepare children for life in a diverse society in which they are able to identify their place and their rights and responsibilities in their communities.
- ♣ We do not discriminate against people with disabilities, and actively challenge any such discrimination.
- ♣ Make adjustments to enable people with disability to function with equality in all aspects of the wider school remit.
- ♣ We ensure that disabled people in our community are not placed at disadvantage because of our practice.
- ♣ We provide for the needs of disabled children, including support and resources, to alleviate, as far as possible, any substantial disadvantage.
- ♣ We publish information to demonstrate how we are complying with our duty to ensure equality for children, families and stakeholders where there is disability.

Eliminating Discrimination

At Waldringfield Primary School we:

- ♣ Ensure that access to the curriculum for disabled children is maximised taking into account, and challenging individual needs;
- ♣ Ensure that access to the building and physical resources does not limit achievement or cause unnecessary anxiety for any stakeholders;
- ♣ Communication is open and understandable for all stakeholders including children in school, parents and wider stakeholders;
- ♣ Make inclusion a thread which runs through all our activities;
- ♣ Ensure our day to day routines and activities are equally accessible to all in the immediate school community, and do not have any adverse effect on disabled pupils, staff or parents;
- ♣ Ensure that disabled people in our extended school community are treated in the same way as others, and equality of access takes into account specific needs;
- ♣ Ensure that activities and facilities we provide for wider stakeholders are equally accessible to all.

Making Reasonable Adjustments

At Waldringfield Primary School we expect all stakeholders to participate and achieve in all aspects of school life, and:

- ♣ Provide a secure environment where all our children achieve and flourish
- ♣ Provide independent learning with which all individuals are involved, reflected and feel a sense of belonging;
- ♣ Regard the needs of individual disabled pupils and take steps to avoid disadvantage;
- ♣ Provide support and equipment to alleviate substantial disadvantage;
- ♣ Reconstruct routines and activities to take account of the needs of individual disabled people and also those with disability that falls short of the defined timescale (12 months);
- ♣ Access support from external services and plan provision founded in day to day assessment by school practitioners and advice from practitioners from external services.

Disability and Special Educational Needs

Some children who are assessed as having SEN will also be defined as having disability under the 2010 Equality Act. Not all children who are defined as disabled will have SEN, similarly not all children with SEN will be defined as disabled. Disabled children in school have the following diagnosis by first category:

- Down's Syndrome
- Autistic Spectrum Disorder
- MLD
- Cerebral Palsy
- Significantly delayed development
- Specific learning difficulty
- SALT
- Physical

Disability Accessibility Plan Statement of intent

This plan outlines the proposals of the governing body to ensure the best possible access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;

2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;

3. Improving information delivery to pupils with disabilities. The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace. The plan will be resourced, implemented, reviewed and revised in consultation with the:
 - Parents of pupils
 - Employees
 - Governors
 - External partners

Headteacher Signature----- Date:

Chair of Governors Signature----- Date:

Disability Equality Scheme Action Spring 2017 (to be reviewed annually)

Senior Member of Staff responsible: Sarah Wood

Governor responsible:

Priority	Action Required	Success Criteria	Resources	Timescale	Lead Person	Impact
<p>To increase the extent to which all children can access the curriculum</p> <p>To review and update register of disabilities affecting the children</p>	<ul style="list-style-type: none"> • Office to retain list of disability • Office to complete medical list • Up to date SEN register • Relevant staff to complete training to have a greater understanding of particular needs • Care plans are available in the staffroom and classrooms 	<p>All children will be able to access the curriculum.</p>	<p>Care plans SEN register Medical list</p>	<p>Termly</p>	<p>SW</p>	<p>The children with disabilities will achieve in line with children without a disability and above national average.</p>
<p>To ensure all staff are informed of children who have particular medical needs</p> <p>To develop awareness and knowledge of a range of particular needs that may be presented by children in the school</p>	<ul style="list-style-type: none"> • Relevant staff to complete training to have a greater understanding of particular needs 	<p>Information is accessible to all relevant staff</p>	<p>Care plans</p>	<p>Annual training or when new staff are appointed</p>	<p>SW</p>	<p>Staff confidence is increased and children are safe in our school</p>

<p>To improve the physical environment to improve access so that all children can participate fully in all educational activities To ensure equal access to the school, its buildings, grounds, events and communications, is available to children and the wider communities</p>	<ul style="list-style-type: none"> • To ensure the safe passage of all parties accessing the school in the mornings • Safe area, providing support for parents and carers to drop off and pick up their children. Communication time between staff and parents • To make sure parents who have a disability needs are catered for during assemblies, parents evening, share times etc 	<p>All children will be able to access school environment. Information is accessible to all school stakeholders</p>	<p>Both gates unlocked in the mornings Wednesday share afternoons to be filtered out across the school (not just Hedgehogs)</p>	<p>ASAP Share across the school from September 2017</p>	<p>SW</p>	<p>To complete annual survey to ensure pupil, staff and parents needs are being addressed.</p>
<p>To explore ways to ensure information is sent to parents in a format that is accessible to them. To improve the quality of delivery of newsletters and messages</p>	<ul style="list-style-type: none"> • Newsletters currently added to the website • Parent texting and emailing used regularly • Information adapted to specific needs 	<p>Information is accessible to all school stakeholders</p>	<p>Newsletters Technology Access to social media Parental survey</p>	<p>Survey in July</p>	<p>SW</p>	<p>To complete annual survey to ensure pupil, staff and parents needs are being addressed.</p>