Newbold Church of England Primary School

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Disability Equality Scheme

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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.

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

1.1.1 At Newbold Church of England Primary School, we are committed to establishing equality for all students, their parents, staff and other users of the school. This is reflected in our school aims, which state:

- Confront discrimination in all aspects of our policy on the grounds of race, gender, religion, disability, class, age or sexual orientation.
- Provide full access to the curriculum for children with SEND.
- Identify and address barriers to learning for pupils and adults including staff.
- Raise awareness of issues relating to disability and create positive attitudes towards disabled people.

- Provide suitable access to the building for disabled people and make movement possible.
- Take the needs of disabled people into account when the building is decorated, and written information is produced.

1.1.2 The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- Eliminate disability related harassment
- 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.

This scheme aims to set out how we will meet these general duties.

1.1.3 This scheme incorporates our Accessibility Plan.

1.1.4 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young People, Staff and Parents

1.2.1 In preparing this scheme, disabled people were involved in the following ways:

- Informal discussion
- pupil surveys
- pupil interviews
- oral feedback from community groups.

1.2.2 In the longer term, disabled people will be involved in the following ways:

- Parental surveys give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability
- pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability
- disabled staff have regular meetings with their line manager to discuss how the school can best enable them to work

- Children and young people with disabilities have regular meetings with their link staff to identify any perceived difficulties. Staff make recommendations to the Headteacher.

1.2.3 We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

1.2.4 When seeking the views of disabled people, we use their preferred means of communication.

1.3 Gathering Information

1.3.1 Disabled pupils and staff are identified through self-declaration, recruitment and selection procedures, admission forms. Data protection legislation will be observed in sharing this information.

1.3.2 Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

1.3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

1.3.4 The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- The effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

1.3.5 The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- The effect of our policies and practices on the involvement of disabled users in community activities.

1.3.6 Information on staff will be analysed in respect of the representation of disabled people:

- in all aspects of the work of the school, for example: teaching, Teaching support, administrative support;
- at all levels of seniority in the school;
- in training and professional development opportunities;
- in disciplinary and capability proceedings;
- in harassment and bullying procedures;
- among those who take sick leave;
- Among those leaving the profession early.

1.3.7 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people;
- provide role models for children and young people;
- Help foster good relations with all employees by showing that everyone is valued and treated fairly.

When necessary, we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

1.3.8 Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for disabled learners to take positions of responsibility;
- satisfaction and enjoyment levels across a range of school Activities;
- aspirations and ambitions for the future;
- successful transition into the next stages of education, training or Employment;
- access to school trips;
- involvement in after school clubs and activities;
- attainment and achievement of disabled learners

1.3.9 Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
- Ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements;
- give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;
- give disabled parents preferential parking rights;

1.3.10 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- the accessibility of meetings for disabled governors;
- The accessibility of other governor's activities.

1.3.11 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- encourage community groups to ensure their activities are accessible;
- Give due regard to disabled community users when revising school policies and procedures.

1.4 Impact Assessment

1.4.1 In line with the DRC guidance, impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

1.4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.

1.4.3 As a first step towards assessing the impact of policies on disabled people, the policies of the school will be screened to identify their level of relevance and potentially their impact on disabled people. Policies with a high relevance will take priority for review. (This analysis will be added as Appendix One)

1.4.4 A schedule will be written for the review of all policies over the lifetime of this scheme. (This schedule will be added as Appendix One)

1.4.5 Our disabled consultative group will be involved at a suitable point in the revision of these policies.

1.4.6 As a first step towards assessing the impact of practices on disabled people, the practices of the school will be identified and prioritised by relevance. The outcome of this assessment will be added as Appendix Two. Over the next three years, all practices will be assessed.

These will include:

- Recruitment practices
- Teaching approaches
- Classroom routines
- Registration routines
- Homework
- Office routines
- Communication with staff
- Communication with parents

This list will be extended as further practices are identified.

1.4.7 Issues arising from the impact assessment will be prioritised and added as an appendix to the Action Plan.

1.4.8 All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. This will be facilitated in the following way:

- By the SLT consulting a group of people from within the school and wider community as appropriate.
- By the Governing Body through the Premises and Community Committee reviewing policies, practises, and procedures as part of its terms of reference.

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1.4.9 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

2: Planning for Action

2.1 Arrangements for the First Action Plan

2.1.1 In line with the DRC guidance, our initial Action Plan includes information on:

- improving information gathering mechanisms,
- the mapping of policies and practices and
- How the involvement of disabled pupils and disabled adults can be facilitated.

We have also identified good practice from examples given in training and as result of this; have included certain actions to meet the Disability Equality Duty.

2.1.2 The priorities for the school's scheme will in future be set in the light of:

- an examination of the information that the school has gathered;
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme; and
- An assessment of the impact of current policies on disability equality.

2.1.3 Urgent action necessary following an examination of the information will be added to the action plan before the review date.

2.1.4 In writing our action plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

2.1.5 Our action plan is included as Appendix Three.

2.2 Annual Reporting

2.2.1 Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:

- information gathered during the year
- how that information was used
- Action points completed during the year and those that are ongoing.

Disabled people will be involved in the process. This report will

- Form part of the governors' annual report

The person responsible for producing the Annual Report is Head Teacher.

3. Implementation

3.1 Implementation, Monitoring and Evaluation of the Action Plan

3.1.1 The implementation of the Action Plan will be overseen by the governing body. A report will be made to the governors each year by the Head teacher. A checklist to aid Governors is included as Appendix Four.

3.1.2 The Action plan will be dovetailed with the School Development Plan and the Accessibility Plan to increase the effectiveness of these.

3.1.3 The evaluation the effectiveness of our scheme will be reflected in our discussions with our school improvement partner and with Ofsted when the school is inspected.

3.1.4 As part of the New Relationship with Schools, the School Improvement Partners will include in their discussions with schools the attainment of and outcomes for all pupils including disabled pupils. Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

3.2 Publication of the Scheme

3.1.1 Our scheme will be published on the school website;
It will be available in paper format to anyone on request.

3.3 Reviewing and Revision of the Scheme

3.3.1 As part of the review of the scheme, we will 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.

3.3.2 The review of the scheme will inform its revision: how the school sets 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.

3.3.3 The Scheme will be reviewed in October 2022

3.3.4 The Chair of Governors will be responsible for initiating the review of this scheme.

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Appendix One: Policies and their relevance to and potential impact on disabled people.

Policy	Relevance (please tick)			Proposed term for review
	High	Medium	Low	

Appendix Two: Procedures and Practices and their relevance to and potential impact on disabled people

Procedure or Practice	Relevance (please tick)			Proposed term for review
	High	Medium	Low	

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Appendix 3: Action Plan

Decide how you wish to organise your action plan. It could be organised under the six general duties (2.1.3. above) or could be organised under activities in the school or college (e.g. Teaching and Learning; Staffing; Governors; Community Activities, etc.)

The first action plan must contain arrangements for setting up systems to involve disabled people, ways of collecting and collating information and arrangements for the prioritisation of reviews of policies and practices.

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Set up systems to involve disabled people.		1. Establish a consultative group with representation from disabled people.				
		2. Establish a mechanism for surveying the views of disabled learners in the school.				

Establish a timescale for the review of policies, procedures and practices in light of the 2005 Disability Discrimination Act.	Headteacher			Ongoing 3 year cycle		

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Establish systems for information gathering, in order to meet the six general duties outlined in the 2005 Disability Discrimination Act.						

Appendix Four: The disability equality duty and the governing body

Questions the governing body may want to ask itself as the 'responsible body' for the school:

Duties to disabled pupils, staff, and parents	**Yes**	**No**	**Evidence**
Does the GB receive regular reports on how the school is meeting its duties to: • Disabled pupils? • Disabled staff? • Disabled parents, carers, governors, and other disabled people who use the school or may want to?			
Disability equality duty: General duty			
Does the GB have regard to the need to: • Promote equality of opportunity for disabled people? • Eliminate disability discrimination? • Eliminate disability-related harassment? • 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?			
Disability equality duty: Specific duty			
Does the school have a disability equality scheme?			
Did the school involve disabled people (pupils, staff, and parents) in the development of the scheme?			
Does the school's scheme show: • How disabled people have been involved? • how information is gathered on the effect of the school's policies on: - Recruitment, retention of disabled staff? - Opportunities for, achievements of disabled pupils? • How the school assesses the impact of its policies, current or proposed, on disability equality? • The steps it is going to take to meet the general duty (the school's action plan)? • How information will be used to support the review of the action plan and to inform subsequent schemes?			
Did the school implement the actions in its scheme within three years?			
Does the GB: • Report on its scheme annually? • Review and revise its scheme every three years?			

Appendix Five: Access to Work

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a deaf or hearing-impaired person who may need support at an interview;
- a reader at work, for a blind or visually impaired person;
- special equipment (or alterations to existing equipment) to suit particular work needs arising from a disability; and
- Help with the extra costs of travel to work for people unable to use public transport.

Access to Work can also pay for a support worker if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment;
- someone to support communication for a person with a hearing impairment; or
- A specialist coach for a person with learning difficulties.

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- Contacting their local Disability Employment Adviser (DEA) through their nearest Jobcentre plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your circumstances with you;
- looking on the Jobcentre Plus website: www.jobcentreplus.gov.uk