

# Calow Primary School

## Disability Equality Scheme

## **DCC Model DES: with notes**

This model shows how a school might meet the requirements for producing a disability equality scheme.

**This model contains guidance on the contents of a Disability Equality Scheme.**

*These are in italics in a black box*

**Actions which have to be undertaken by the school in the formulation of the scheme.**

*These are in italics in a red box shaded blue*

**Good Practice actions which could be undertaken by the school in the formulation of the scheme.**

*These are in italics in a red box*

**Words which may be included in the text of the scheme.**

These are in Arial 13 not boxed

**Elements which need personalisation.**

These are in Arial 13 not boxed in italics

# DISABILITY EQUALITY SCHEME

**School name: Calow Church of England (V.C.) Primary**

**3-year period covered by the scheme: 2010 - 2013**



Duties under Part 3 of the DDA require the governing body to:

- promote equality of opportunity for people with a disability: 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 people with a disability.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for pupils with a disability in 3 ways

- increasing the extent to which pupils with a disability can participate in the school curriculum;
- improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services;
- improving the delivery to pupils with a disability 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 pupils with a disability.

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

- 1.1.1. At Calow Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the School. This is reflected in our School aims.
- 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 people with a disability and other people.
  - Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995.
  - Eliminate disability related harassment.
  - Promote positive attitudes towards people with a disability.
  - Encourage participation by people with a disability in public life.
  - Take steps to meet people with a disability'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 should be read in conjunction with 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: Involvement of disabled pupils, staff and parents**

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

- Providing insights into the barriers faced by pupils, staff and parents with a disability.
  - Developing expertise in identifying ways to overcome these barriers.
  - Improving working relationships between schools and pupils, staff and parents with a disability.
- 1.2.1. In preparing this scheme, people with a disability were involved in the following way:

y was surveyed through a newsletter for  
ements to current systems.

1.2.2. In the longer term, people with a disability will be involved in the following ways:

- Parental surveys will give opportunity for people with a disability 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 will also be used to identify any issues relating to a child or young person's disability.
- Staff with a disability will have regular meetings with their line manager to discuss how the School can best enable them to work.
- Children with a disability will have regular meetings with the Teacher with responsibility for inclusion to identify any perceived difficulties. The Teacher with responsibility for inclusion will make recommendations to the Headteacher.

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

1.2.4. When seeking the views of the people with a disability, we use their preferred means of communication.

### 1.3: Information gathering

Calow Primary School defines Disability in line with the current definitions in the Disability Discriminations Act (DDA). This means that in 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:

- a physical impairment includes sensory impairments;
- a mental impairment includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- a substantial means more than minor or trivial and

s 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.

- 1.3.1. Pupils and staff with a disability are identified through self-declaration and admission forms. Data protection legislation will be observed in sharing this information.
- 1.3.2. Parents, governors and other School users with a disability 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 staff and pupils with a disability will be used to assess:
  - the effect of our policies and practices on the recruitment, development and retention of employees with a disability.
  - the effect of our policies and practices on the educational opportunities available to, and achievements of, pupils with a disability.
- 1.3.5. The information about parents and community users with a

to assess:

the effect of our policies and practices on the involvement of parents in their children's education.

- the effect of our policies and practices on the involvement of users with a disability in the community activities.

1.3.6. Information on staff will be analysed in respect of the representation of people with a disability.

- In all aspects of the work of the School, for example: teaching, teaching support, administrative support;
- At all levels of seniority in the School;
- Amongst those awarded Teaching and Learning Responsibility payments;
- As permanent or temporary members of staff, full or part-time staff;
- In training and continuous professional development opportunities;
- In disciplinary and capability proceedings;
- In harassment and bullying procedures;
- As contract staff, for example: contract cleaners and agency supply teachers;
- Among those who take sick leave;
- Among trainee teachers on placement at the School; and
- Among those leaving the profession early.

1.3.7. The analysis of information about staff with a disability 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 recruitment and training new people;
- Develop in-house expertise about what staff and/or pupils with a disability may require;
- Provide role models for children;
- Bring different life experiences and new skills to the School; and 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 staff with a disability.

1.3.8. Information collected about children with a disability will contribute



Understanding of how policies and procedures impact  
and achievement. It is our aim to improve:

- Opportunities for learners with a disability 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 visits;
- Involvement in after school clubs and activities;
- Attainment and achievement of learners with a disability;
- Exclusion rates of learners with a disability;
- Admissions of learners with a disability.

1.3.9. Information collected about parents with a disability 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 people with a disability's preferred means of communication when contacting parents, meeting with them or sharing information with them;
- Ensure parents with a disability 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; e.g. by considering seating arrangements for a school drama production;
- Give parents with a disability preferential parking rights;
- Ensure the needs of young carers are met;

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 take a full and active part in governors' activities. It is our aim to ensure:

- Encourage community groups to ensure their activities are accessible;
- Give due regard to community users with a disability when revising School policies and procedures.

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

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 pupils, staff and parents with a disability; and
- the information that the school holds on the pupils, staff and parents with a disability.

Over the lifetime of the scheme we will assess the impact of on people with a disability on our current policies. We will involve people with a disability 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.

- 1.4.1. Impact assessments will involve people with a disability at an appropriate point. The commitment to involving people with a disability should not become burdensome on them. In some instances, the involvement of people with a disability might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve some 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 people with a disability will be collated. Anecdotal evidence will also be used, e.g. formal feedback from a person with a disability about the impact of a policy or procedure.
- 1.4.3. As a first step towards assessing the impact of policies on people with a disability, the policies of the School will be screened to identify their level of relevance and potentially their impact on people with a disability. Policies with a high relevance will take priority for review.
- 1.4.4. We will welcome input on our policies and practices from stakeholders with a disability.
- 1.4.5. As a first step towards assessing the impact of practices on people with a disability, the practices of the School will be identified and prioritised by relevance.

Relevance will take priority for assessment.  
In years, all practices will be assessed.

Practices assessed will include:

- Recruitment practices
- Teaching approaches
- Classroom routines
- Registration routines
- Home learning
- 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.

1.4.8. All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction.

1.4.9. We will welcome input on our policies from stakeholders with a disability.

1.4.10. Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience from people with a disability.

## **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 pupils, staff and parents with a disability who have been involved in the development of the scheme.

Priorities identified are about:

- improving information;
- Improving the involvement of pupils, staff and parents with a disability.

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

*Promoting equality of opportunity*

to make reasonable adjustments for pupils at whole school level, as well as for individual pupils, through the promotion of equality of opportunity for pupils with a disability 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 Improving access to the curriculum*

*Priority 2 Improving access to the physical environment*

*Priority 3 Improving access to information*

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

*Staff with disabilities and parents with disabilities and others who use the school by:*

*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 staff, parents, carers and other users of the school with a disability is identified and addressed.

*Promoting positive attitudes*

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

respectful attitudes to pupils, staff and parents

- by ensuring representation of people with a disability in senior positions in the school;
- through positive images in school books and other materials.

#### *Encouraging participation in public life*

Pupils, staff and parents with a disability are encouraged to participate in school life:

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

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

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

### **3: Making it happen**

#### **3.1: Implementation**

- 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 Headteacher. A checklist to aid governors is included as an appendix.
- 3.1.2. The Action plan will be appended to the School Development Plan and the Accessibility Plan in order to increase the effectiveness of these.
- 3.1.3. The evaluation of the effectiveness of our scheme will be reflected in our discussions with our SIP 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 pupils with a disability. Measures of achievement of pupils with a disability will form part of our evaluation of the effectiveness of our scheme.

## Scheme

lished

- It will be available in paper format to anyone on request.
- It will be available with all other policy documents in the foyer.
- The action plan will be contained in the scheme and appended to the School Improvement Plan.
- It will be adapted to meet the needs of people with a disability e.g. the visually impaired, as required.

### 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 pupils, staff and parents with a disability.

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 pupils, staff and parents with a disability; and
- be based on information that the school has gathered.

3.3.3. The Scheme will be reviewed annually within the first 3 years.

3.3.4. The Headteacher and Teacher with responsibility for inclusion will be responsible for initiating the review of this scheme.

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

<b>DES SECT</b>	<b>TARGET</b>	<b>ACTION</b>	<b>LEAD RESP.</b>	<b>PERFORMANCE INDICATORS/MILESTONES</b>	<b>QUALITY ASSURANCE PROCESSES</b>
Priority 1					
Priority 2					
Priority 3					



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