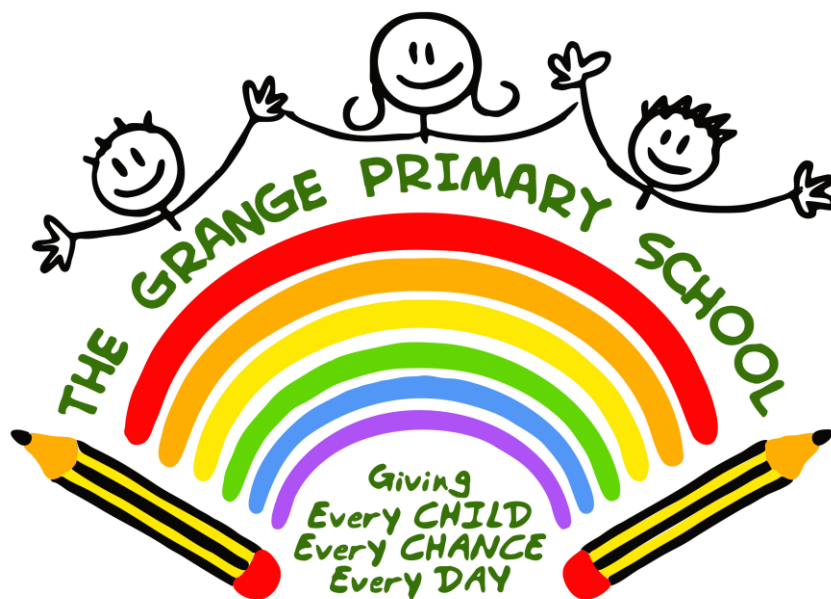


# THE GRANGE PRIMARY SCHOOL



## Disability Equality Scheme

Dates from: September 2020  
Review: September 2023 (or sooner to reflected any changes)

## **Responsibilities**

Strategic Leader

Headteacher: Mrs. L. Thorpe

Operational Management

SENCo: Mrs. J. Fanthorpe

Governor Link

Mrs. M. Fields

## **Introduction**

Duties under the DDA (Disability Discrimination Act 2006) require the governing body to;

- prepare and publish a Disability Equality Scheme (DES) to show how they will meet these duties,
- promote equality of opportunity for disabled pupils, staff, parents/carers and community users.

Duties under the DDA require the governing body to plan to improve access, for disabled pupils, to education in several ways:

- improving the schools environment to increase the extent to which disabled pupils can take advantage of education and associated services
- increasing the extent to which disabled pupils can participate in the school curriculum
- improving access to information, for disabled pupils, in a range of formats.

This scheme and the accompanying accessibility plan set out how the governing body will promote equality of opportunity for disabled people. This scheme incorporates the school's plans to increase access to education for disabled pupils.

## **Definition of Disability**

The DDA defines a disabled person as someone who has, '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'.

This could affect one or more of the following: 'mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger'.

## **Vision & Values**

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

The Grange Primary School will not tolerate harassment of disabled people with any form of impairment and will give due consideration to pupils who are carers of disabled parents. The school recognises that behavioural, educational and social difficulties (BESD) should be part of the DES.

The Grange Primary School recognises its current strengths in relation to disability as:

- enabling pupils with a disability to take as great a part as possible in the curriculum.

- looking to continually improve the physical environment so that pupils with a physical disability can take advantage of the educational opportunities offered by the school.

### **Details of the General Duty**

The Disability Discrimination Act 2006, establishes the following duties:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the DDA 1995
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled peoples needs, even if this requires more favourable treatment.

The DES should be read in conjunction with our Accessibility Plan.

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

### **How will The Grange Primary School meet the Specific Duty?**

- a) Involvement of disabled pupils, staff, parents/carers.
- i) In preparing this scheme, disabled people were involved in the following ways:
- pupils voice (School Council) and interviews,
  - parental feedback,
  - questionnaires,
  - SEN-D passport reviews and annual reviews,
  - newsletters,
  - school website.

We will gather information on disability equality as part of our collection of evidence for the School Development Plan and during the self-evaluation process. This information will be used to set and review our disability equality objectives on an annual basis.

In gathering information The Grange Primary School will;

- Identify disabled pupils/staff through self-declaration, recruitment and selection procedures, admission forms, transfer documents and transition meetings etc.
- Disabled parents, governors and other school users will be identified through self-declaration. Data protection legislation will be observed in sharing this information. We will explain why the information about disability is needed.
- 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.
- 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 e.g. Extended School provision.

- Information about staff will be analysed in respect of the representation of disabled people, e.g.;
  - in all aspects of the school's work (teaching support, administration)
  - at all levels of seniority
  - amongst those awarded Teaching and Learning Responsibility Payments
  - as permanent, temporary, full or part-time or casual staff
  - in training and CPD opportunities
  - in disciplinary and capability procedures
  - in harassment/ bullying procedures
  - as contract/ agency staff
  - among those who take sick leave
  - among trainee teachers on placement
  - among those leaving the profession early.
  
- The analysis of information about disabled staff will be used to contribute towards our understanding of how policies and practices impact on recruitment and retention. It is our aim to; (e.g.)
  - Attract a wider field for recruitment, including disabled people.
  - Retain where possible the experience and skills of employees who become disabled.
  - Develop in-house expertise about what disabled people may require.
  - Provide role models for children and young people.
  - Bring different life experiences and new skills to the school.
  - Help foster good relationships with all employees by showing that everyone is valued and treated fairly.
  - We will ensure that every 'reasonable adjustment' is made to meet the needs of disabled staff.
  
- Information collected about disabled pupils will contribute towards our understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve; (e.g.)
  - 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 to the next stages of education (training or employment) and take up of Information, Advice & Guidance (IAG)
  - access to school trips
  - involvement in Extended School activities
  - exclusion rates of disabled learners
  - attainment/achievement of disabled learners.
  
- Information collected about disabled parents will contribute towards our understanding of how policies and procedures impact on their ability to support their child's education and the ease with which they carry out day-to-day communication with the school. It is our aim to; (e.g.)
  - Use disabled peoples preferred means of communication when contacting, meeting or sharing information with them.
  - Ensure disabled parents have ease of access to teachers at parent's meetings or mutually acceptable alternative arrangements are agreed.
  - Ensure the needs of young carers are met.

b) Involvement of the Governing Body.

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 (see appendix 1): (e.g.);

- the representation of disabled people on the governing body
- the accessibility of meetings for disabled governors
- the accessibility of other governors' activities.

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; (e.g.)

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

c) Removing barriers (to learning, access etc.).

- Physical – refer to the schools' Accessibility Plan and SEN-D policy for current details and review dates.
- Curriculum – refer to the schools' Teaching and Learning Policy, School Development Plan, individual subject plans and details of plans for individual pupils.

d) Eliminating harassment and bullying.

Refer to a range of other policies which give specific detail and which are regularly reviewed. (e.g.)

- anti-bullying
- diversity
- equal opportunities
- race
- gender
- SEN-D

e) Reasonable Adjustments.

Wherever possible, evaluative data will be used to show the impact of policies on disabled pupils. Anecdotal evidence will also be used e.g. informal feedback from a disabled pupil. The disabled consultative groups will be involved in assessing the impact of 'reasonable adjustments.' Review of practices will include; (e.g.)

- recruitment practices
- teaching approaches
- classroom routines
- registration routines
- homework- facilities, access to support
- administration routines
- communication – with pupils, staff, parents.

Issues arising from the review of 'reasonable adjustments' will be prioritised for action and inclusion in the writing and review of future policies to ensure equality of experience for disabled people.

g) Information, Performance and Evidence.

- Pupil Achievement – pupils with disabilities will be tracked in the same manner as pupils without disabilities and their relative performance monitored. The school will develop its own

internal recording system for those groups not recognised in 'Raise Online' (Electronic Data), and using O-Track data where appropriate.

- Learning Opportunities – pupils with disabilities will have equal access to appropriate learning opportunities, which take account of individual disabilities. The school will facilitate access to specialist support services and enrich the curriculum offered through the '3 wave model' in the opportunities given through universal, targeted and individual learning programmes.
- Admissions, Transitions and Exclusions -
  - Admissions- in addition to the generic arrangements for admissions, the school will take into account the specific needs of those with disabilities.
  - At transition points, additional consultation and provision of specific information will be facilitated by SENCo, Pastoral Manager, class teachers etc.
  - Exclusions will be monitored closely and reported on each term, particularly for those with recognised Behavioural, Educational and Social difficulties (BESD). Support will be available to pupils and their parents, with access to a personalised curriculum if appropriate.
- Social Relationships -

The school will promote the development of positive relationships between all pupils and ensure that 'reasonable adjustments' are in place to ensure that there are no physical/ social barriers to the formation of positive relationships.

#### h) Impact Assessment.

The school will follow the Disability Equality Duty Code of Practice in making decisions about impact assessment, ([www.dotheduty.org](http://www.dotheduty.org)) with regard to; (e.g.)

- training needs
- involving disabled people
- determining priorities
- access to LA and other external expertise
- reporting of outcomes.

#### i) Reviewing and monitoring provision.

- The accessibility plan will be reviewed and updated annually.
- Consultation will take place with pupils, parents, staff and governors.
- The DES will be reported on annually.
- The DES will be revised on a three-year cycle.

Revised Policy: September 2020

Full Review Date: September 2023

Disability Equality Duty  
CHECKLIST FOR GOVERNING BODY

<u>Duties to disabled pupils, staff and parents.</u>	Y	N	Evidence
Does the GB receive regular reports on how the school is meeting its duties to: <ul style="list-style-type: none"> <li>• disabled pupils</li> <li>• disabled staff</li> <li>• disabled parents/carers, governors, other disabled users of the site.</li> </ul>			HT reports minutes of Governors meetings Facilities Committee Meetings School Council minutes Minutes of Inclusion Team meetings
<u>General duty.</u>			
Does the GB consider the need to: <ul style="list-style-type: none"> <li>• Promote equality of opportunity between disabled people and other people.</li> <li>• Eliminate discrimination that is unlawful under the DDA 1995.</li> <li>• Eliminate disability related harassment.</li> <li>• Promote positive attitudes towards disabled people.</li> <li>• Encourage participation by the disabled in public life.</li> <li>• Take steps to meet disabled people's needs, even if this requires more favourable treatment.</li> </ul>			
<u>Specific duty.</u>			
Does the school have a DES?			
Did the school involve disabled people in developing the DES?			
Does the school scheme show: <ul style="list-style-type: none"> <li>• how disabled people have been involved.</li> <li>• how information is gathered on the impact of school policies on:               <ul style="list-style-type: none"> <li>- recruitment, retention of disabled</li> </ul> </li> </ul>			

<p>staff</p> <ul style="list-style-type: none"> <li>- opportunities for and achievements of disabled pupils.</li> <li>• how does the school assess the impact of policies on current and proposed future policies with regard to disability equality.</li> <li>• how the school is going to meet the general duty (Action Plan detail).</li> <li>• how the present and future schemes might use the information gathered.</li> </ul>			<p>e.g. data/tracking systems</p> <p>e.g. from minutes detailing specific changes which have taken place</p>
<p>Is the school implementing its Action Plan within the time frame?</p>			
<p>Does the GB:</p> <ul style="list-style-type: none"> <li>• report on its scheme annually</li> <li>• review and revise its scheme on a three year cycle.</li> </ul>			<p>e.g. Minutes of meetings with a time frame and details of changes</p>



