

# **Wallsend Jubilee Primary School**

## **Disability Equality Scheme**

## **1. Introduction**

The Disability Discrimination Act 2005 brought in a new duty on all schools to promote equality.

The disability equality duty includes two main elements:

- a general duty; and
- a specific duty

### **The General Duty**

The duty requires the school, when carrying out its functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and non-disabled people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation of disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment;

### **The Specific Duty**

The main requirements of the specific duty are for schools to:

- prepare and publish a school disability equality scheme
- involve disabled people in the development of the scheme;
- implement the scheme;
- report on it.

The purpose of the scheme is to demonstrate how the school is going to meet this disability equality duty. The school is required to undertake the development of its scheme in a particular way and to include particular elements. It must:

- involve disabled people (pupils, staff & parents) in the preparation of the scheme;
- set out in its scheme:
  - how disabled people have been involved in its preparation;
  - arrangements for gathering information on the effect of the school's policies on:
    - I. the recruitment, development and retention of disabled employees;
    - II. the educational opportunities available to, and the achievements of disabled pupils;
    - III. the school's methods for assessing the impact of its current or proposed policies and practices on disability equality;

- IV. the steps the school is going to take to meet the general duty (the school's action plan);
  - V. the arrangements for using information to support the review of the action plan and to inform subsequent schemes;
- implement the actions in its scheme within three years;
  - report on its scheme annually;
  - review and revise its scheme every three years.

The school is not required to do anything under its scheme that is unreasonable or impractical.

This scheme and accompanying action plan sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life and promote equality of opportunity for disabled people.

## **2. The definition of "disability"**

The Disability Discrimination Act 1995 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'.

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 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.

For children and young people in schools, there is a significant overlap between those who count as disabled under the Disability Discrimination Act and those who have special educational needs as defined by the Education Act 1996. The definition of SEN will include many, but not necessarily all, disabled children: A disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

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

At Wallsend Jubilee Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those using the school and receiving services from the school. We 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. Our admissions policy does not discriminate against disabled pupils. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

The school uses the "social model" of disability as the basis for its work to improve equality of opportunity and tackle discrimination against disabled people. This model highlights that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

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

### **4. The involvement of disabled pupils, staff, parents/carers and the local community in developing the scheme**

In developing our scheme, disabled people were involved in the following ways:

#### **a) Disabled pupils:**

- We have identified our disabled pupils
- We have identified those children in very detailed pupil questionnaires and analysed their responses
- We have involved disabled pupils in identifying any barriers that affect them and how we can plan to overcome them:
  - through the school council

#### **b) Disabled staff:**

- We have made all staff aware of our new duty through staff briefings.
- We have asked all staff to identify any barriers that affect them and how we can plan to overcome them

#### **c) Disabled parents/carers:**

- We have made parents/carers aware of our new duty through the school newsletter
- We have given all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs

**d) Disabled members of the local community:**

- We have given a questionnaire to all groups which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments

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

- all schools within the Burnside partnership (including Beacon Hill Special School) will work together to identify shared issues
- parental surveys will be used to 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 would also be used to identify any issues relating to a child or young person's disability
- disabled staff will have regular meetings with their line manager to discuss how the school can best enable them to work
- children and young people with disabilities will have their needs and views considered through annual review meeting

We do not presume that the views held by the parents/carers 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.

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

**5. Gathering and Using Information**

Wallsend Jubilee Primary School acknowledges that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in a sensitive manner that promotes the disclosure of a disability, is confidential and informs the development of the scheme.

**Using Information**

- We will provide information on the definition of disability in the Disability Discrimination Act.
- We explain to pupils, parents, staff, governors & community users why the information about disability is required.

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.

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 school community activities.

### **Staff Information**

Information on school 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;
- amongst those awarded Teaching and Learning Responsibility Payments;
- as permanent or temporary members of staff, full- or part-time or casual staff;
- in training and 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.

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:

- attract a wider field for recruitment, including disabled people
- retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people
- develop in-house expertise about what disabled staff and/or pupils may require
- provide role models for children and young people
- bring different life experiences and new skills to the school and
- help foster good relations with all employees by showing that everyone is valued and treated fairly

When necessary we will use the services of Human Resources to ensure we make every reasonable adjustment to meet the needs of disabled staff.

### **a) Pupil Information**

The gathering of information on disabled pupils will include an analysis of:

- the presence;

- participation; and
- achievements of disabled pupils

The school will consider:

*i) Presence*

- how many disabled pupils there are in the school;
- which impairment groups are represented in the school; and
- whether there are groups of disabled pupils who are not represented at the school.

*ii) Participation*

- if there are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties;
- if disability issues are reflected in the curriculum;
- if disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs;
- if there are parts of the school to which disabled pupils have limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school;
- if different forms of communication are made available to enable all disabled pupils to express their views and to hear the view of others;
- if access to information is planned, with a range of different formats available to disabled pupils; and
- other issues which affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

***iii) The achievements of disabled pupils***

The school will undertake a detailed analysis of outcome data for disabled pupils, including:

- exams;
- accredited learning;
- end of key stage outcomes;
- comparative progress measured by the optional SATs;
- progress in P-scales and/or IEP targets where applicable
- achievements in extra-curricular activities; and
- broader outcomes such as those set out in Every Child Matters;
- successful transition into the next stage of education, training or employment.

**b) Parent/Carer Information**

Information collected about disabled parents/carers 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/carers, meeting with them or sharing information with them;
- ensure disabled parents/carers 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/carers priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;
- give disabled parents/carers preferential parking rights;
- ensure the needs of young carers are met;

### **c) Governor Information**

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

### **d) Community user Information**

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.

## **6. Impact Assessment**

We recognise that many of our school's policies, practices and procedures may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. Our impact assessments will always involve someone who is involved with the drawing up and implementation of the policy or practice.

Wherever possible, data and information 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.

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.

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. This will be noted through monitoring forms used throughout school.

Practices with a high relevance will take priority for assessment. Over the next three years, all policy, practices and procedures will be assessed through the cycle of reviews and will include the following:

- Staff Recruitment practices
- Teaching approaches
- Classroom routines
- Registration routines
- Homework
- Educational visits
- Behaviour
- Managing Medicines
- Office routines
- Communication with staff
- Communication with parents/carers
- Sickness monitoring
- Anti-bullying
- Equal opportunities
- School clubs

All future policies, practise and procedures will be assessed as they are written or planned, prior to introduction. This will be facilitated through the use of equality impact assessments.

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

## **7. Planning for Action**

Our Action Plan includes information on:

- Staff training and awareness raising;
- Improving information gathering mechanisms,
- The mapping of policies and practices and
- How the involvement of disabled pupils and disabled adults can be facilitated.

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;
- feedback from disabled pupils, staff and parents who have been involved in the development of the scheme; and
- an assessment of the impact of current policies and practices on disability equality.

## **8. Publication and Reporting of Scheme**

This will:

- be published in the school prospectus
- be published on the school website;
- be published in the school brochure;
- be available in paper format to anyone on request;

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

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

We will ensure that disabled people will be involved in the process.

The person responsible for producing the Annual Report is Mrs A Thornton, Headteacher.

## **9. Implementation, Monitoring and Evaluation of the Action Plan**

The school governing body will have the responsibility for overseeing the implementation of the Action Plan. A report will be made available to the governors via the Health and Safety / premises sub-committee minutes.

The Action plan will be dovetailed with the School Development Plan and the School Accessibility Plan in order to ensure co-ordination and effectiveness.

The evaluation of the effectiveness of our scheme will be reflected in our discussions with our School Improvement Partner and with Ofsted when the school is inspected.

## **10. Reviewing and Revision of the Scheme**

Our scheme will be reviewed and revised after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to the issues identified through our impact assessment and included in reports.

The person responsible for initiating the review of this scheme is the headteacher.

## DISABILITY EQUALITY SCHEME –ACTION PLAN

**SCHOOL: Wallsend Jubilee Primary**

**PRIORITIES:**

1. Staff training/awareness raising
2. Information
3. Mapping policies and practices
4. Involving disabled pupils and adults

| TARGET   | ACTION  | TIMESCALE | LEAD RESPONSIBILITY | RESOURCES  | OUTCOMES  | MONITORING & EVALUATION   |
|--|---|-----------|---------------------|--|---|---|
| 1. Ensure health care plans reflect the current needs of any children and staff with disabilities. | Health care plans to be reviewed annually. Appropriate provision needs to be in place to ensure plans are followed. Relevant staff are informed of health care plans. | Annually  | HT                  | Possible staff time to administer medicine or ensure resources are in place. | Reviews of provision are positive                             | H&S / Premises sub-committee to monitor the implementation of plans |
| 2. To cater for the needs of all members of our school community                                   | Questionnaires to be sent home to ensure we are addressing any barriers to children or parents engaging in school life.   | Annually  | HT                  | Questionnaires to be managed and analysed by admin staff                     | All members of school community feel involved in school life. | Analysis of questionnaires to be reviewed by HT and Governing Body  |

| TARGET   | ACTION   | TIMESCALE  | LEAD RESPONSIBILITY   | RESOURCES  | OUTCOMES  | MONITORING & EVALUATION                     |
|--|--|--|-----------------------|--|---|---|
| 3. All new and reviewed school policies have had an Equality Impact Assessment completed.          | EIAs to be completed for all new and revised policies  | Ongoing  | HT and Governing Body | n/a  | Policies will ensure the needs of all are catered for or considered.  | Through Governing Body approval of policies |
| 4. To provide the appropriate level of care and provision for all members of the school community. | Advice and support is to be sought from specialist agencies / teams to ensure provision is appropriate and access is maximised. These include Occupational Therapy, ICT Inclusion Teacher, LA SEN support services, Public Health Nurse. | To be completed within 3 weeks of a person starting school or their disability being recognised. | HT / SENCO            | As recommended by health and education professionals | All the needs of people and children with disabilities are catered for as much as can be reasonably achieved. | SEN reviews and HR reviews.                 |