

Croft Infant School Disability Equality and Accessibility Policy

Policy Statement

Croft Infant School is committed to ensuring equal opportunities and treatment for all children, employees and all others who are involved in the school community who may have any form of disability. The school is also committed to ensuring that disabled people are treated equally in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment. We recognise that this policy addresses the duties in the Race Relations Act, the Sex Discrimination Act and the duty under the Education And Inspections Act to promote community cohesion.

(This policy should be read in conjunction with the Single Equality Policy and Accessibility Action Plan)

1. Starting Points

1.1 The definition of disability

A disabled person is someone who has a **physical or a mental impairment** that has a substantial or **long term** adverse effect on his or her ability to carry out **normal day-to-day activities**.

- **A physical or mental impairment** includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer, or recovering from cancer, or multiple sclerosis.
- **Long term** means an impairment that has lasted at least 12 months or is expected to last at least 12 months
- **Normal day-to-day activities** cover the following categories: mobility; manual dexterity; physical co-ordination; continence; the ability to lift, carry or move objects; speech, hearing or eye-sight; memory or the ability to concentrate, learn or understand; perception of or the risk of physical danger.

All pupils with SEN and those with long term medical needs will be treated as disabled for the purposes of the Act and for equality, in line with the recommendations of the Disability Equality in Education (DEE). This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

This school uses the 'social model' of disability adopted by Derbyshire County Council which recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers imposed on disabled people by society.

1.2 Specific Duties under the Disability Discrimination Act (DDA)

Duties under part 5a of the Disability Discrimination Act 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 use the school
- Prepare and publish a disability equality scheme to show how they will meet these duties.

Duties under part 4 of the DDA require that the governing body plans to increase access to education for disabled pupils in three ways:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the environment of the school
- Improve the delivery of information

1.3 The General Duty

We will actively seek to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled people that is related to their disability
- 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.

1.4 How we will meet the General Duty and the Specific Duty

The implementation of the disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are working to meet the specific duty by producing and developing the Disability Equality Scheme for our school.

This scheme and the accompanying action plans state how the governing body plans to:

- promote equality of opportunity for disabled people
- increase access to education for disabled pupils
- improve access to the school for all who use it

In light of information gathering as detailed in the previous Disability Equality policy from pupils, parents/carers, staff and other stakeholders, the following priorities were identified within the previous policy and the accessibility action plan and actioned as follows:

- Staff received training in specific speech and language interventions and continue to use "Speech Link and ECaT resources to support children with speech and language needs.
- The school drive has been resurfaced and two disabled parking bays added.
- Additional staff have been employed to support pupils with disabilities, for example, autism, and children with profound hearing impairment.
- The wooden access gate within the playground has been widened to enable pushchair/wheelchair access.

The main actions we will be taking over the next three years (2016 – 2019) to promote disability equality are described in the school's updated Accessibility Plan. This plan runs in conjunction with the School Development Plan, and will be subject to annual revision and to amendment at the end of that time.

1.5 Information gathering

The school believes that the involvement of people with disabilities provides the school with insights into the barriers faced by pupils, staff and parents. It helps the school to develop expertise in identifying ways to overcome these barriers and improves the working relationship between the school and disabled pupils, parents and staff. We are aware that we need to develop the ways in which their views are used to plan for school improvement and development as part of the annual cycle of review.

The information gathering process for all school users gathers information from a number of sources:

- We have surveyed all current pupils, parents, carers and users of the school to gain their views on current and future provision
- We have asked for the views of other service providers re. provision for particular types of disability.

- We have discussed issues concerning disability with feeder nursery schools in the area
- School records show all pupils with SEN and/or disability and any actions taken to involve them and the outcomes that have been achieved such as questionnaires and feedback from individual parents/carers.
- We ensure that we are able to collect information about new staff by inviting them to give us information as part of the appointment process.
- We have discussed the need to have information about current staff and have collected this by inviting all staff to complete a questionnaire.

1.6 Developing a voice for disabled pupils, staff and parents / carers

- Pupils with disability and their parents are invited to review meetings and to transition planning meetings.
- Pupils with disability are encouraged to be members of the School Council
- Staff with disabilities are to be encouraged to join governor's sub-committee meetings to be involved in planning for disability equality provision.
- Encouraging disabled parents/carers/community members to become governors.

There are currently no members of the school staff who are registered disabled. Adaptations to the workplace has been made in one classroom to support a member of staff with a long term recurring back problem. In 2015-16 the school also provided a placement for a college student with a physical impairment.

The school recognises the following benefits of a diverse workforce in our community.

- It provides a positive model of ensuring equality of opportunity for disabled people by providing an environment which has made adaptations and removed barriers
- It provides positive role models for pupils with disability
- It encourages pupils to develop positive attitudes towards disability and understand that it is every persons right to be given an environment in which they can learn, achieve and take part fully in all activities at school and in the wider world

1.7 Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers.

The school is committed to ensuring that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users.

In planning development to deliver this commitment the school considers the needs of current and future pupils and users of the school.

The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan.

The school will be successful in making reasonable adjustments when disabled people have full access and participation

- In the classroom
- In the school curriculum
- In the whole range of out-of-school-hours activities
- At all times and in all parts of the school building and grounds

and when

- Disabled people feel part of the life of the school
- Disabled people are included by their peers in all parts of school life

- Parents of disabled children feel that their child is part of the life of the school
- Staff are confident about working with disabled pupils.

1.8 The achievements of disabled pupils

We have analysed the achievements of pupils with disabilities against the criteria set out for all our pupils including

- End of key stage outcomes
- Comparative attainment as measured in **Raiseonline**
- Comparative attainment supplied in **Derbyshire LA Attainment Databooks**

From this analysis we know that children with disabilities make good or better progress and achieve at least end of year expectations.

The school is recognised by various services such as Educational Psychology, SSEN, Hearing Impairment, Occupation Therapy, Physical Therapy and Speech and Language therapy for ensuring excellent provision for children with a range of disabilities, some of them complex and severe.

1.9 Impact Assessment

The school will develop a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

We will assess the impact by:

- Consideration of the impact on those issues identified through the involvement of disabled pupils, staff and parent
- Using the information that the school holds on the disabled pupils, staff and parents

Over the lifetime of the scheme we will assess the impact of our current policies on disabled people. We will involve them in prioritising what has to be looked at first and the impact assessment will be incorporated into the school's planned review of existing policies, the process of developing new policies and the process of planning for school development in the long term school development plan.

2. Deciding what to do

2.1 Identifying priorities from the information that the school has about disabled pupils, staff and parents

The priorities have been agreed for the scheme based on the current information held about pupils, staff and parents:

Priority 1 *Provide whole staff training for working with children with Autism*

Priority 2 *To continue to provide training for staff to use appropriate programmes for children with poor Language and Communication development*

We have also decided that the following issues can be addressed by making reasonable adjustments:

Priority 1 *To arrange for grab rails to be installed in children's toilets*

Priority 2 *To repaint steps with high visibility paint*

Priority 3 *Improve accessibility to the new Reception classroom with the doorway threshold to be gently ramped or taken out.*

2.2 Identifying priorities using information gathered and responses from disabled pupils, staff and parents involved in developing the scheme

The school aims to seek the views and opinions of parents, staff and other agencies who attend our school regularly by way of a questionnaire. Priorities will then be identified after analysis of responses and included in the accessibility plan, which will be used as a working document.

2.3 Eliminating discrimination

We are working proactively to eliminate discrimination for example:

- By awareness raising and staff training e.g. *staff meetings, teaching resources, PSHE curriculum*
- By keeping a watchful eye on the impact of policies e.g. *governor monitoring, questionnaire responses*
- Reviewing and adjusting policies e.g. *Training for subject leaders*
- Raising expectations
- Improving communication e.g. *Developing good systems for disabled people to express their needs and views and the school community to respond to them.*

We are working proactively to eliminate harassment, for example

- Raising awareness amongst staff and children of disability related harassment e.g. *Assembly themes, promoting anti-bullying week annually*
- Understanding the nature and prevalence of bullying and harassment e.g. *Behaviour Policy and Anti-Bullying Policy, Playground Behaviour Policy, see also recognising and addressing bullying and harassment and involving pupils in combating bullying.*
- Ensuring that disability related harassment of disabled staff is identified and addressed.

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

- By staff modelling respectful attitudes to disabled pupils, staff and parents e.g. *staff training and clear expectations of ethos and behaviour in policies and handbooks*
- Through positive images in school books and other materials e.g. *Cross curricular resources including ICT software is actively selected to represent diversity including disability.*

Disabled pupils, staff and parents are encouraged to participate in school life

- They see their disabled peers included and succeeding in the life of the school e.g. *because all pupils have full access to all aspects of the curriculum*
- disabled pupils, staff and parents are represented in senior, responsible and representative roles e.g. *children with a disability as members of the school council*
- there are positive images of disabled people participating e.g. *in photographs of school events; in posters and illustrations in classrooms or in books*

Taking steps to meet the needs of people with disabilities, even if this requires more favourable treatment.

- We provide additional coaching or training for disabled pupils, staff or parents.
- Special facilities for pupils with disabilities at breaks and lunchtimes e.g. *employing 1-to-1 teaching assistant or lunch time supervisor support so that children with a disability can access play and socialisation opportunities.*
- A policy of interviewing all disabled candidates who meet the minimum requirements for a job.

3. Making it happen

3.1 Implementation

In order to ensure that the scheme is effectively implemented we will ensure that:

- The scheme is supported by a detailed action plan

- The action is incorporated into a framework that has the oversight of the governing body, and that progress is checked
- The scheme will link to both the School Development Plan and the Accessibility Plan to ensure that it is reviewed by the governing body on a regular basis.

The action plan will show:

- Clear allocation of lead responsibility
- Clear allocation of resources/funding
- An indication of expected outcomes
- Clear timescales
- A specified date and process for review

Evaluation

We will evaluate the effectiveness of the scheme in our discussions with:

- The School Improvement Partner
- Ofsted, when the school is inspected

This policy, together with the Accessibility Action Plan will operate from 2016-2019

3.2 Reporting

We will report annually on:

- The progress we have made on our action plan
- The effect of what we have done

This may be as part of the report on the accessibility plan in the school brochure

3.3 Reviewing and revising the scheme

The scheme will be reviewed and revised every three years, or earlier if deemed appropriate.

The process will again:

- Involve disabled pupils, staff and parents
- Be based on information that the school has gathered

The school has aligned the review and revision time of the Accessibility Plan and the Disability Equality Scheme.

Reviewed by: L Beeson
Approved by Gov:
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