

Radburn Primary School Disability Equality Scheme

This policy should be read in conjunction with the behaviour, anti-bullying, G&T, SEN, Equal Opportunities and Race Equality Policies.

The duty to promote disability equality

The disability Discrimination Act 1995 made it unlawful to discriminate against someone because of their disability. It also required organisations to make "reasonable adjustment" so that a disabled person could take a job in or continue to work in an organisation or access services.

The disability discrimination act 2005 ammended the 1995 legislation. It introduced the duty to promote disasbility equality, which contained two elements;

A general duty for all public bodies

A specific duty, which applies to a more limited number of specific public authorities, including maintained schools.

The code of practice produced by the disability rights commission's states that the "overarching goal of duty" is to promote equality of opportunity". It many cases this disadvantaged and discrimination that disabled experience arise of attitudinal and environment barriers - this disadvantage and discrimination following on from the social context in which the disabled person lives and works. The duty to promote disability equality aims to overcome these barriers.

The scheme 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, in the wider community and in the non educational services that they provide.

The scheme further develops our work towards our disability equality scheme to include;

- A definition of both disability and inclusion that is wider that our special educational needs and applies to all vulnaerable groups.

- Taking a proactive approach in making reasonable adjustments.
- Work with pupils, staff and parents/carers.
- Involving the views of disabled pupils, their carers and staff where appropriate.

The General Duty

The general duty to promote disability equality places a duty on all public authorities, when carrying out their functions, to have due regard to need to;

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life.
- Take steps to take account of disabled persons disabilities, even where that involved treating disabled persons more favourable than others.

The specific Duty

The specific duty requires a designated public authority (which includes Schools) to publish and produce a disability Equality Scheme (DES), setting out how it will fulfil its general and specific duties, to promote disability equality. Disabled people must be involved in the development of the scheme. The first DES from primary schools should be published by December 2007 and should last for three years with an annual review of progress.

Information Gathering.

All users of the school, including disabled people are involved in the creation of this scheme. Information is collected from every group of users (pupils, parents/carers and staff in all aspects of school life and in the wide community) through questionnaires. The scheme is available for all users to view. Once information is gathered from all users, those who

are classified as disabled will be involved further in the development of the scheme to ensure equality for all.

To date information collected shows the adult users of the school and children who have a disability. Further information gathering will follow these initial findings inviting the identified people to become more involved in the DES.

Gathering of information will continue by including a DES questionnaire in new parent welcome packs and given to all new members of staff and governors. The detail of the collected information is sensitive and only detailed to those parties involved in the implementation of the DES.

The Governing Body

The governing body will appoint (in September 2008) a linked governor with the responsibility for disability.

Current Practices on Disability Equality

- Lift to access main hall.
- Disability parking and access to buildings
- Disabled toilets
- Ramps
- Differentiated work
- PSHE, SEAL materials and circle time work.
- Outings and school trips available to all.
- Contacting home if reply slips not received.

Reporting on disability equality

- Pupil achievement
- Learning opportunities
- Admissions, transitions and exclusions
- Social relationships
- Employing, promoting and training disabled staff.

Action Plan

Our priorities are included in the attached action plan and will be incorporated into our SDP for 2008/09.

There will be annual report on this scheme demonstrating;

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the scheme

Radburn Primary School
Equality & Diversity Scheme Action Plan
Dec 2007 - Jul 2010

<u>Priority Area</u>	<u>Task/Activity</u>	<u>Intended Outcome</u>	<u>Person Responsible</u>	<u>Resources</u>	<u>When</u>
Take DES action plan to school governors	To present DES action plan to governors	School governors are confident about intended outcome for DES	DH	DH time Governors meeting	Jan 18 th 08
To improve our identification of staff who have a disability	To create a questionnaire to be handed to staff	As much data as possible will be collected to help create a data base of all disabled people	SLT	SLT meetings Photocopy and envelope costs	Feb 08
To improve our identification of parents, governors, community users who have a disability	To create a questionnaire to be sent out to parents, governors, community users	As much data as possible will be collected to help create a data base of all disabled people	SLT	SLT meetings Photocopy and envelope costs	Feb 08
To improve our	To create a	As much data as	SENCO's	SENCO's time	Jan Feb 08

identification of pupils who have a disability	questionnaire to be sent out to pupils	possible will be collected to help create a data base of all disabled people			
To analyse data collected through questionnaires	To analyse all questionnaires received back	The school will have a database containing collected information	SLT	SLT meetings	March 08
To analyse data collected about school pupils	To analyse all information about pupils collated	The school will have a database containing collected information	SLT / SENCo's	SLT meetings	March 08
To take analysed data to governors	Present data collected to governors	Governors will begin to update and develop policy and action plan	Governors	Governors meeting	March 08
To further contact those adult school users identified as disabled	DH and HT to contact identified users by phone and complete more detailed	The school will obtain further information to add to priority areas of our action plan	HT & DH	DH and HT time	Summer term 08

	questionnaire				
To integrate the Disability Action plan into our SDP	Include action plan in SDP	Integrated action will make the work of promotion of the equality scheme central to the work of the school and it will be easier to monitor	HT, Governing body (to sign off SDP)	HT time	July 08
DES governor	To appoint a member of the governing body to become the DES representative	A governor will have the responsibility of Disability	Governing Body	Governing body meeting	Sept 08
To ensure this policy links to all school policies	Make statements in all policies linking the DES	All policies will include a picture of DES	SLT / school secretary	SLT / secretary time	Autumn 08
To review buildings for accessibility for all disabled groups	SLT & Governing body (premises) to examine whole school building	To ensure all building and all parts of the school are accessible to all	Governing body (premises) and SLT	Time	Autumn 08

To achieve Health School Status	Complete action plan to achieve HS Status	All stakeholders aware of intended outcome and how we obtain it.	SLT	Time	May 2008
To ensure all staff (teachers and TA's) are fully aware of scheme and it's outcomes	Meetings to relay information collated so far	All staff are aware of DES and its importance	DH & HT	Staff meeting time TA meeting time	Autumn 08
Yearly review of DES	To analyse how the priority areas of the DES have been met so far	To decide any new action points needed and those that have been met	Appointed governor	Governing body meeting	Dec 08
To ensure DES outcomes are integrated into school planning	Teachers to analyse areas of school curriculum where disabled children can have a voice and promotion of disability equality	Teachers will plan to teach disability equality	DH	Staff meeting time	Spring 09

	can be promoted				
To ensure DES teaching and learning are monitored	SLT to observe lessons where disability equality is promoted	To observe good practice in teaching of disability equality To give all disabled pupils a voice.	SLT	SLT	Summer 09
School council voice					Summer 09
School assemblies / class assemblies / year 6 assemblies					Summer 09
Disabled visitors into school					Autumn 09
Annual review by governors					Dec 09

Disability Equality Scheme Survey

The Disability Discrimination Act made it unlawful to discriminate against someone because of their disability. As a school in the community we need to ensure that we promote disability equality for all our users.

To ensure that we can do this effectively we are required to find out as much about our users as we can. The simplest and most discrete way is by questionnaire.

We do ask you to put your names on the questionnaire so we can ensure adequate provision is made for everyone, although we can assure you the information collected is strictly confidential.

We understand that this is a sensitive matter but would be very grateful if you could take a few minutes to complete.

If you have any questions or need help completing this questionnaire please contact Mrs Dellar or Mrs McCrow

PLEASE DO NOT COMPLETE THIS QUESTIONNAIRE ABOUT CHILDREN ATTENDING RADBURN ALREADY

Your Name: _____

Please circle the group/groups you belong to

Parent/carer/user of school

staff

governor

Question 1

A disabled person is defined in the Disability Discrimination Act as someone with a physical or mental impairment that has a substantial and long-term impact on their ability to carry out day-to-day activities.

Having read this do you consider yourself, or anyone in your household who is a school user, to be covered by this definition?

Yes

No (if ticked no you have completed the questionnaire, please return it to school in the envelope provided)

Question 2

If you have answered 'yes' to question 1 could you please indicate the nature of your disability (tick as many as are applicable)

Dyslexia / Dyspraxia/ Learning Disability		Mobility Difficulties		Unseen Disability (e.g. diabetes, epilepsy, asthma)	
Blind / partially Sited		Personal Care		Multiple Disabilities	
Deaf/Hearing impairment		Mental Health Difficulty		Autistic Spectrum Disorder (including Autistic Spectrum)	
Other (please State)					

Thank you for completing this questionnaire please return to school in the envelope provided

