

Gainford CE Primary School

DISABILITY EQUALITY SCHEME

Feb 2010 – Jan 2013

FOREWORD

This document should be read in conjunction with GAINFORD CE PRIMARY DISABILITY EQUALITY POLICY

Valuing diversity is central to achieving the overall aim of Gainford CE Primary School to provide every child with an equal opportunity to succeed.

The governing body of Gainford CE Primary is therefore pleased to publish its first Disability Equality Scheme. In developing the scheme, we have been able to identify and record the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be tackled. We will ensure that this Disability Equality Scheme is effectively implemented and scrutinised so that we meet the obligations placed upon us by the Disability Discrimination Act. We intend to use it to make real and tangible changes to how we conduct our business that will make a positive difference to the lives of disabled people. Promoting disability equality in our school will be a continuous process. It will be undertaken in partnership with the wider community and of course with disabled people themselves. We would like to thank those who have been involved in developing the scheme and we hope that we can continue to work together with disabled people to achieve disability equality at Gainford CE Primary.

1. INTRODUCTION

1.1 The duty to promote disability equality

The Disability Discrimination Act 1995 was a landmark in equality legislation, making it unlawful to discriminate against someone because of his or her disability. It also required organisations to make 'reasonable adjustments' so that a disabled person could take a job, continue to work for an organisation or access services.

The Disability Discrimination Act 2005 amended the 1995 legislation. It introduced the duty to promote disability equality, which partly parallels the duty to promote race equality introduced under the Race Relations (Amendment) Act 2000. The duty to promote disability equality contains two elements – a general duty for all public bodies and a specific duty, which applies to a more limited number of specified public authorities, including maintained schools. The Code of Practice produced by the Disability Rights Commission (DRC) states that the “overarching goal of the duty is to promote equality of opportunity”. In many cases the disadvantage and discrimination that disabled people experience arise from attitudinal and environmental barriers. The duty to promote disability equality aims to overcome these barriers.

This 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 they might provide.

This Scheme builds on our accessibility plan and develops our work further to include:

- A definition of both disability and inclusion that is wider than special educational needs (the legislation includes in the definition of SEN any pupil who has significantly greater difficulty in learning than the majority of peers or a disability preventing or hindering access to educational facilities) and applies to all vulnerable 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 in identifying priority actions within the school improvement plan.

1.2 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 the 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 involves treating disabled persons more favourably than other persons.

1.3 The Specific Duty

The specific duty requires a designated public authority (which includes schools) to produce and publish 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 Disability Equality Schemes should be published in February 2010 and should last for three years with an annual review of progress.

2. GAINFORD CE PRIMARY SCHOOL - VISION AND VALUES

2.1 Our vision and values

The two aims below are included in the 'aims of our school'

- To provide a broad, balanced, relevant curriculum and extra-curricular activities that enriches the development of *each* child.
- To foster positive and supportive working relationships with *all* children so that they can fulfil their potential.

In addition, we believe that every child has by right an equal opportunity to succeed. In order to deliver this aim we embrace the principles of inclusion, of global citizenship and of community cohesion. Our values are embedded in the UNICEF convention on the Rights of the Child. We listen to the pupil voice and are an Investors in Children school.

2.2 Who do we mean by "disabled people"?

The Disability Discrimination Act 1995 definition of a disabled person is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means "more than minor or trivial" and long-term means lasting or expected to last 12 months or more.

Disability is said to have an adverse effect if it affects one or more of the following

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing

- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, eg

- The time and effort that might need to be expended by a disabled child
- The inconvenience, indignity or discomfort a disabled child might suffer
- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

Another way of considering whether particular special educational needs are disabling is illustrated in the table below:

		EFFECT			
		Physical, hearing, vision	Speech, comprehension	Learning	Perception of risk or danger
DISABILIY	Autistic spectrum		✓	Some	✓
	Behaviour		Some	Some	✓
	Dyslexic-type needs			✓	
	Other learning needs		Some	✓	Some
	Physical sensory	✓	Some	Some	Some

The number of disabled children and young people across England has been estimated as between 7% and 12%. At the time of this report, one child in this school has a disability covered by the Disability Discrimination Act and this equates to a little over 1%.

Although disability and special educational needs are not the same thing, the current SEF shows 2 pupils as having special needs met at School Action Plus. There are currently no statements of special educational needs. The Senior Management Team analyses pupil information by gender, disability, age and ethnicity. Attainment of these groups is monitored through RAISEonline. Information on staff recruitment is submitted to the Local Authority. The school seeks to collect such information sensitively and confidentially, while encouraging disclosure.

2.3 Discrimination Disabled People Face

Disabled people are discriminated against in a number of different ways. These include

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people.

2.4 Action to Date

Our Disability Equality Scheme will take a fundamental step in removing any of these discriminatory barriers for disabled people in Gainford CE Primary School. The Scheme builds on what we have done already to promote equality for disabled people:

We have adopted:

- **An Accessibility Plan** which aims to
 - Increase the extent to which disabled pupils can participate in the school curriculum
 - Improve the physical environment in the school to increase opportunities for disabled pupils
 - Ensure that disabled children are provided with information in formats that are accessible for them

- **An Equal and Diversity Opportunities Policy** which aims to respect and value all children as individuals, meeting their needs so they reach their full potential and taking appropriate action where there are differences in progress and attainment. We are committed to challenging and preventing all forms of discrimination, including racism, and to preparing pupils for living in a multi-ethnic society.
- Through the curriculum we offer, children are given opportunities to explore, acknowledge and value similarities and differences between themselves and others. Curriculum resources are selected to help children to develop self-respect and respect for others, avoiding stereotypes and derogatory pictures or messages about any group of people.
- Discriminatory behaviour and/or remarks are unacceptable in school. Most incidents will be dealt with within the framework of the school's behaviour policy.

We have also:

- Through the Teesdale Community of Learning, we employ a Speech and Language Technician, a Parent Support Advisor and a Transition Worker to address the needs of pupils with speech and language problems and any vulnerable child.
- A SEN support teacher works with targeted pupils and resources such as Lexia are used with some children as an aid to developing their reading and writing.
- One to One tuition is available for certain targeted children.
- Provided other specific material and human resources to ensure equal access for all to the curriculum (e.g. teaching assistants, computers and other technology etc.)
- Provided an access ramp and an accessible toilet.

3. INVOLVEMENT

3.1 Involvement of Disabled People in Developing the Scheme

A letter was sent to all parents / carers in February 2010 asking whether they considered that they or their child has a disability. This consultation process was carried out to feed into the accessibility action plan and to provide the possibility of setting up a group to consult with regard to disability issues.

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

Parent and pupil involvement in meetings directly relating to them will be encouraged to devise the scheme. The School Council and circle times provide an opportunity for everyone's views to be heard and for everyone to play a part in the decision making process.

3.3 The Governing Body

Governors' meetings and minutes are accessible to parents on request. The SEN Governors takes an interest in all Learning Difficulty and Disability (LDD). There is a SEN area on the school website that offers a range of useful information. The GB communicates with parents via the School Profile and school policies are placed on the school website. The school seeks parental views and feedback via an annual parental survey.

3.4 Eliminating harassment and bullying

The school provides a clear framework for its Behaviour Policy which is regularly reviewed. An Anti-bullying policy (and a children's version of this policy) sets out the way in which the school deals with bullying issues in all cases, including those involving LDD pupils. The school holds Anti-bullying accreditation.

3.5 Reasonable Adjustments

The school endeavours to make reasonable adjustments in order that all its pupils have an equal opportunity to succeed in all areas of the curriculum. The effectiveness of any adjustments made is monitored by outside agencies e.g the LA and Ofsted, as well as through the school's self evaluation processes.

Adjustments to school visits and residential trips are discussed on an individual basis with the involvement of the parent/carer and the

child to ensure that all our pupils can participate and benefit from the experience. LDD children's participation in clubs is monitored through the SSCo scheme as well as through school self evaluation processes and every opportunity is taken to provide clubs which meet specific as well as general needs.

3.6 School Facility Lettings

Hirers wishing to let the school premises can request adjustments, such as more disabled parking, for specific community and PTA events.

3.7 Information, Performance and Evidence

The school gathers information about the performance of the school on disability equality under the following headings:

a. Pupil Achievement

Pupils are tracked individually and our assessment system is capable of providing assessment data on individuals and a range of different groups, including children with LDD.

b. Learning Opportunities

We plan learning opportunities to deliver our aim that every child should have an equal opportunity to succeed. This means that we do not treat everyone the same but rather that we personalise our provision to meet individual needs.

c. Admissions, Transitions, Exclusions (including Behaviour cases)

Admissions are centrally managed. For some considerable time, the school has not excluded any pupils.

d. Social Relationships

Social and Emotional Aspects of Learning provides a framework for our PHSE provision.

e. A willingness to employ, promote and train disabled staff

Staff with disabilities receive the same training and promotion opportunities as non-disabled staff.

4. IMPACT ASSESSMENT

We recognise the importance of assessing the impact of our current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning.

Gainford CE Primary School therefore regularly monitors the impact of school's policies. This is captured by means of the school's equalities monitoring process which involves:-

- Consultation with disabled stakeholders, in order that areas for change can be identified
- Analysis of information from data collection relating to disability.

This Disability Equality Scheme is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the aim of the school being a welcoming and diverse community.

- **An Equal and Diversity Opportunities Policy** which aims to respect and value all children as individuals, meeting their needs so they reach their full potential and taking appropriate action where there are differences in progress and attainment. We are committed to challenging and preventing all forms of discrimination, including racism, and to preparing pupils for living in a multi-ethnic society.
- Through the curriculum we offer, children are given opportunities to explore, acknowledge and value similarities and differences between themselves and others. Curriculum resources are selected to help children to develop self-respect and respect for others, avoiding stereotypes and derogatory pictures or messages about any group of people.
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- One to One tuition is available for certain targeted children.
- Provided other specific material and human resources to ensure equal access for all to the curriculum (e.g. teaching assistants, computers and other technology etc.)
- Provided an access ramp and an accessible toilet.

5. ACCESSIBILITY ACTION PLAN

Accessibility Plan for Gainford C of E Primary School - May 2008 – Feb 2013

Feb 2010 – Feb 2013

	Targets	Strategies	Cost	Outcome	Timeframe	Goals Achieved
Short Term	Adjust evacuation procedures to take full account of the needs of disabled people, including the deployment of specific members of staff in an emergency.	At next review of evacuation procedure and adjust (if required) to take full account of specific members of staff / pupils who are covered by DDA	Probably no cost – 1 hour time	Has this happened?	By July 2010	
	Provide additional tactile signage to mark escape routes and for other areas eg toilets.)	Research and purchase this signage	To be determined	Has this happened? – are signs in place	By July 2010	
Medium Term	Lower hand-drier in accessible toilet so it is between 800mm and 1000mm in height (to comply with legislation for disabled toilet facilities	Get quote and carry out works when affordable	Depends on quote	Has this happened? – has the hand-drier been lowered?	By July 2011	
Long Term or when a need is identified	Widen door to secretary's office	Get quotes for these works	To be determined	Has these things happened?	Depends on need being identified	
	Fit handrails to one cubicle in the junior boy's toilet		To be determined			Completed 1.3.10
	Fit handrails to one cubicle in the		To be			Completed 1.3.10

	<p>infant's toilet</p> <p>Adapt main school kitchen and kitchen in staffroom for disabled use</p> <p>Fit induction loop at reception hatch with appropriate tactile signage.</p> <p>Fit Induction loops in each classroom and in the hall</p>	<p>Get quotes for these works</p>	<p>determined</p> <p>To be determined</p> <p>To be determined</p> <p>To be determined</p>		<p>Depends on need being identified</p>	<p>Completed 1.3.10</p>
	<p>Reposition door in Head's office so that a ramp can be provided, along with a short vertical handrail to one side</p> <p>Purchase a portable ramp for 2 junior classes as well as a short vertical handrail each side of the door opening</p> <p>Fit low level vision panels to doors which currently only have high level panels</p> <p>Fit ramps at external fire exits where there are currently steps of between 140mm and 160mm</p>	<p>Get quotes for these works at appropriate time eg when a child / adult is required that requires such a change or provide these adaptations at cost-effective time eg when doors are being replaced or other works are being carried out</p>	<p>To be determined</p>	<p>Has these things happened?</p>	<p>At an appropriate time eg when a child / adult is required that requires such a change or provide these adaptations at cost-effective time eg when doors are being replaced or other works are being carried out</p>	

May 2008 –Feb 2010

	Targets	Strategies	Cost	Outcome	Timeframe	Goals Achieved
Short Term	Following a decision to re-route buses so they remain on the A67, the approach to the school has become less accessible at a time when the school building is becoming more accessible. The audit recommends that the relevant authorities should be contacted with a view to improving this situation	Attend course at Leadership Centre re accessibility audits in general (April 28 th 2006) with a view of finding contact details for 'relevant authority' (thought to be Highways Action Plan)	Time to attend course (3 hrs) Time to write to relevant authority (initially approx 1 hr)	Have attempts been made to improve the situation? Have the attempts been successful?	Letter was written by end of May 2006	There was no response to this letter, however there are now some buses that do come to the lower part of the village – nearer to the school than was the case in 2006
	Lower hand-drier in accessible toilet so it is between 800mm and 1000mm in height (to comply with legislation for disabled toilet facilities	Contact Surveyors in building department at County Hall and arrange for alteration at no cost to school	No cost to school	Has hand-drier been lowered	July 2006	Hand drier is set at 1090mm (90mm or 3 ½ inches above statutory level.) Drier has not yet been lowered
	An escape strategy be implemented for visitors and members of staff who may require assistance	Research 'escape strategies', write and implement	Research – 2 hours? Write strategy – 2 hours? 1 staffmeeting		By Feb 2009	This work was completed following work from MIS – Jan 2010
	Provide a variety of seating ie some with arms in the assembly hall.	Re-locate or purchase seating	Possibly no cost to school if existing chairs can be re-located 1 hour caretaker time		By Sept 2006	Some suitable seating with arms was purchased that can be used in the hall
	To highlight step nosings leading to 'craft room'	Consult with caretaker			By Sept 2006	Work completed but paint will need

			and minimal cost for paint			renewing
Medium Term	<p>To mark one designated disabled parking bay by post mounted signage</p> <p>Fit induction loop at reception hatch with appropriate tactile signage.</p> <p>Provide additional escape signage (include tactile signs)</p>	Select appropriate parking area and arrange for a post mounted sign to be installed	<p>To be determined</p> <p>To be determined</p> <p>To be determined</p>		By Sept 2006	Completed
Long Term	<p>To resurface tarmac surface from pedestrian main gate to main entrance and repair manhole cover.</p> <p>To provide induction loops in all classrooms</p> <p>Reposition door in Head's office so that a ramp can be provided, along with a short vertical handrail to one side</p> <p>Purchase a portable ramp for 2 junior classes as well as a short vertical handrail each side of the door opening</p> <p>Fit low level vision panels to doors which currently only have high level panels</p> <p>Fit ramps at external fire exits where there are currently steps of between 140mm and 160mm</p>		<p>To be determined</p>		By Sept 2007	Completed

When a need is identified	Widen door to secretary's office		To be determined			Depends on need being identified
	Fit handrails to one cubicle in the junior boy's toilet		To be determined			Depends on need being identified
	Fit handrails to one cubicle in the infant's toilet		To be determined			Depends on need being identified
	Adapt main school kitchen and kitchen in staffroom for disabled use		To be determined			Depends on need being identified

6.1 ADDITIONAL CONSIDERATIONS TO THOSE AREAS IDENTIFIED IN THE ACTION PLAN

Curriculum

In order to further develop existing positive attitudes we will review our provision to ensure that the curriculum, including our scheme of work for sex education, raises disability equality issues in every year group.

Data collection, monitoring and assessment

We track the achievements of disabled pupils, using appropriate reporting frameworks such as P levels, as well as their general attainment levels. All disabled pupils are identified in our database and we are in the process identifying disabled parents and their access needs via a questionnaire.

Participation and engagement

To ensure that all governors are aware of their statutory responsibility to promote disability equality, they will be involved them in the setting up and monitoring of the scheme.

Employing and promoting, training disabled staff

The school keeps record of staff who count as disabled people under the DDA 2005 and provides reasonable adjustments to enable them

to carry out their requirements of their job. There are currently no employees on this database.

The school will allow disabled staff additional time off for treatment for their condition without penalising them.

After school clubs and trips

To take every opportunity to provide an increased number of extra-curricular clubs which are non-competitive or which more closely meet the needs of disabled pupils.

Medical and personal care needs

Parents / carers of all pupils (including disabled pupils) complete medication request forms when they opt for school staff to administer medications prescribed by a UK GP.

School staff have allergy and Epipen training as well as training arranged on a needs basis for specific conditions such as epilepsy, sensory impairment, ASD disorders etc. Care Plans are put into place for all children with high level health needs which require the regular or specialist administration of medication.

Information we will collect

This scheme will monitor -

Disabled pupil attainment

Effectiveness of reasonable adjustments

Recruitment, retention and career development of disabled staff

Admissions of disabled pupils

Exclusion of disabled pupils

We will use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this plan and identify future priorities.

6.2 Evaluation

There will be regular internal evaluation of this scheme as above in addition to joint evaluations with the school improvement partner and OFSTED. Evaluation of this scheme will therefore be incorporated into the OFSTED SEF, as will the data giving information on the number of disabled pupils in the school, and their achievements.

6.3 Publication

This document is published in conjunction with the school's Accessibility Plan and forms part of the school's improvement plan and equal opportunities policy. It will be published:

- On the school's website and
- Be available to all school members in hard copy, and in the form of alternative communication where necessary.

6.4 Reporting

There will be an annual report to the Governing Body on this scheme demonstrating:

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

6.5 Links with other school plans and policies:

This Scheme is to be read in conjunction with the School Accessibility Action Plan. Together, they are intrinsic to:

1. The School Improvement Plan
2. The Equal Opportunities Policy
3. Equalities Monitoring procedure
4. Anti-Bullying Policy
5. Protection of Employees and associated documents (including Bullying and Harassment)

Review Date: Feb 2013

Member of Staff Responsible: Mr. Howard Blindt, Headteacher.

Designated Member of Staff: Mr. Howard Blindt (SENCO and Inclusion Manager)

Governors Responsible: Mrs. Angela Kingsley and Mrs. Laura Jerrom

If you need further copies of this document, or would like the document in an enlarged print, please contact:

Gainford CE Primary School

Telephone: 01325 730274

E-mail: gainford@durhamlearning.net

APPENDIX 1 – DISABILITY SURVEY



Head Teacher
Mr. H. Blindt, B Sc., PGCE NPQH.
School No. 3131

Tel: 01325 730274
Fax: 01325 732089

Gainford C. of E. (Controlled)
Primary School
Low Road
Gainford
Darlington
DL2 3DR



12.2.10

Disability Survey

Duties under Part 5A of the Disability Discrimination Act: Disability Equality Duty, require the school to develop a Disability Equality Scheme to assist in the removal of barriers to access and services provided by the school.

To assist the school with this duty, it would be extremely helpful if you could complete this form.

Student Name: Class :

Parent/Guardian Name:

Signature:

Do you consider your child to have a disability? Yes / No
If yes, please give more information below:

.....
.....

Do you consider yourself to have a disability? Yes / No
If yes, please give more information below:

.....
.....
.....

Is there anything the school can do to assist access to services and information? For example:
Access to school events, Information in alternative formats

.....
.....

.....
This information will be stored in accordance with Data Protection legislation and will be used as appropriate to inform decision and policy making.



E mail gainford@durhamlearning.org.uk



APPENDIX 2 - Pupils / Staff / Parents and Carers with Disabilities at Feb 2010

	Description	Context and Activities	Barriers	Examples on reasonable adjustments
R				
Y1				
Y2				
Y3 Girl	Childhood Arthritis	sometimes PE and other physical or even non-physical activities	pain prevents her from fully accessing	-frequent rests if needed in physical activity. -Access to a cushion in class - use of 'easy grip' pencils and pens -use of laptop for recording work when needed
Y4				
Y5				
Y6				
Staff				
Parents / Carers	32 responses to survey sent out 12.2.10 - none indicated any disability			

