

Sir Robert Geffery's Primary School

Disability Equality Scheme

2012- 2015

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Written: February 2012

Review: Annually

School name: Sir Robert Geffery's CE School
Period covered by plan: 2012–2015

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This Scheme sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability;
- eliminate discrimination;
- promote equality of opportunity between disabled people and other people;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school.

1: Vision and values: Sir Robert Geffery's Primary School's Disability Equality Scheme

1. School Ethos. Vision & Values

Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

Our vision is that our school will provide its children and staff with:-

- Christian values and beliefs that are expressed through a loving, caring and safe environment
- The ability to think critically, the courage to question injustice, and a willingness to take the lead, and to look out for others.
- A family atmosphere that encourages a sense of belonging and results in the whole school working as a team
- A nurturing and growth of both self confidence and self esteem
- Broad and balanced experiences that prepare for 21st century sustainable living
- A sense of pride in the school and many opportunities to celebrate effort, success and achievement
- The promotion of respect for oneself, others and the environment
- An ability to strive for excellence
- A lasting love, enthusiasm and zest for learning through experiencing an exciting curriculum
- A fully inclusive school where each individual is highly valued and encouraged to reach their full potential
- Opportunities that encourage independence, cooperation, self discipline and an active global prospective

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

1B: Information from data and analysis of need

The Disability Discrimination Act 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.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA, 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted, or is likely to last, more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Attainment on entry to Sir Robert Geffery's Primary School shows a broad spread of ability, but is average overall. 1% of pupils have a Statement of Special Educational Needs. Following an audit of needs, we have concluded that approximately 8% of our pupils would meet the above disability definition and 0% of staff. We have several parents, siblings and grandparents who would also meet this criteria.

Staff at the school have undertaken the following training:

Asthma Training as part of first aid – TAs, midday supervisors
 First Aid Training
 Autism Support Training sessions organised by IST
 Dyslexia Friendly Classroom Training

We recognise the need for staff to receive training on Personalised Learning, Autistic Spectrum Disorder and Communication in Print and this has been highlighted the Action Plan.

The school building has good access for disability and internal ramps ensure easy movement from floor to floor. There are two disabled toilets available on different floors. Paintwork meets requirements for the visual impaired.

Using RAISEonline and lesson observations by senior staff, we track and analyse the achievement of all our pupils. Through this analysis we have identified the following issues for our pupils with disabilities (see also SEF and School Improvement Plan):

- Teaching assistants are experienced and have received training, in order to support class teachers
- However teachers and TAs need more time to plan together, particularly to identify next steps and more focused target setting for individual pupils.

The school adopts the policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. Further monitoring of recruitment, retention and career development in relation to staff needs to be undertaken.

The following policies have been reviewed by the Leadership Team to consider their impact on pupils, staff and parents with disabilities and the following actions agreed:

- Behaviour Code and the school rules;
- Anti-bullying
- School trip venues (EVC to arrange additional risk assessment training);
- Homework
- The administration of medicines and health care plans (headteacher to review TA job descriptions with school nurse).

1C: Views of those consulted during the development of the Scheme

The priorities and actions highlighted in this Scheme have been informed by:

- A consultation with all pupils using learning forums
- Parents' survey.
- Consultation with the School Council. The Council is currently investigating improvements to lunchtime

2. Starting points

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

See Combined Action Plan and Accessibility Plan (Appendix 1).

The school is committed to incorporating “Quality First Teaching” principles into all lesson planning.

The SENCo will delegate so that they can work in a more strategic way:

- evaluating the effectiveness of interventions and relative effectiveness;
- observing more lessons and sampling lesson planning, looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning;
- monitoring the appropriateness of pupil groupings;
- monitoring the deployment of Teaching Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

The PSHE Co-ordinator will review how well we are developing awareness of disability through the PSHE and Citizenship Curriculum, the assembly programme and through visiting speakers.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services

See Combined Action Plan and Accessibility Plan (Appendix 1).

2C: Improving the delivery to disabled people of information that is provided in writing for people who are not disabled

See Combined Action Plan and Accessibility Plan (Appendix 1).

Parents of new pupils are made aware that they can request letters, newsletters etc in different formats. Or alternatively that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information. Annual Parents’ Survey to include a question about the newsletter and whether the format could be improved.

School to revisit “Communication Friendly Environments” training in regular meeting cycle to share effective practice and ensure all staff are utilising principles in their classrooms and when designing curriculum resources.

3. Making it happen

3A: Management, co-ordination and implementation

This Scheme will be reviewed annually by the Governors' Pupil's and Curriculum Committee
A report updating the Governing Body will be presented annually during the spring term to inform budget planning for the new financial year. The update will be preceded by consultation with pupils, staff and parents. The update will include specific evidence of impact over the preceding twelve month period.

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision)
- SEN Self-evaluation Form
- School Improvement Plan;
- Staff Training Plan;
- Asset Management Plan;
- Health and Safety Action Plan;
- SEN Register

3B: Getting hold of the Scheme

The Scheme is available in the following ways:

- The Scheme is available on the school website (click on "Parents Page" tab);
- A copy can be requested from the School Office or alternatively we can email it to you;

Agreed by Governors:

Next Review:

Appendix 1: Disability Equality Scheme Action Plan and Access Plan

Sir Robert Geffery's CE Primary School

Date: 2012-2015

Appendix A

Accessibility Plan & Disability Equality Scheme Activities

School: Sir Robert Geffery's School

Date: October 2012

Activities	Resources	Date achieved	Responsible	Outcomes
1. Leading and monitoring the disability equality scheme				
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them	Staff meetings Governing Body meetings	January 2013 (annual review cycle)	Governing Body Head Teacher All staff	All policies reflect our school's vision and values
Establish the disability working group to ascertain views of disabled people Identify key actions and promote greater involvement in school life	Members: Parents of disabled students Pupils Members of community SLT governor	October 2013 January 2014	Head Teacher Head Teacher	Working party established and active
Monitor and review DES on an annual basis	Working Party meeting Staff meeting Governing Body meeting	Spring term annually	Governing Body Head Teacher	Review carried out annually
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Staff meeting Update SIMS Pupils' views survey	October 2014	Governing Body Head Teacher	Database accurate
Ensure accurate information held in SIMS	Time during staff meeting to identify all disabilities	January 2014	SBM Head Teacher	All school staff have up-to-date information
Ensure staff are able to meet identified needs	CPD arranged	Ongoing	Head Teacher	All staff can meet the needs of the children in their class

2 Promoting curriculum access for disabled pupils and adults				
Pupils with disabilities can access additional ICT opportunities	Carry out access audit Arrange quote for any areas highlighted	January 2013 July 2013	Class Teachers Head Teacher	All children and adults can access the full range of ICT
School visits are made accessible to all pupils irrespective of attainment and impairment	Risk assessments Pre visit visits	January 2012 onwards	Governing Body Head Teacher Teaching staff	All children access all visits
Pupils with disabilities are encouraged to take part in music, drama and physical activities	All activities accessible Risk assessments	January 2013 onwards	Governing Body Head Teacher Teaching staff	All children able to access music, drama and physical activities
Arrange for interpreters to enable all stakeholders to access all facilities	Class teachers to arrange interpreters where necessary	Ongoing	Governing Body Head Teacher Teaching staff	All stakeholder access all areas of school life
3 Improving the quality of information for and about disabled pupils and adults				
Provide information in a range of formats, including website access	Disabilities identified on child's admittance Specific arrangements made to meet identified needs	November 2012 onwards	Admin Team Head Teacher	All able to access information from school
Check that parents / carers who have a disability receive information and reports by an alternative method	Disabilities identified on child's admittance Specific arrangements made to meet identified needs	November 2013 onwards	Admin Team Head Teacher All Staff	All able to access information from school
4 Improving the physical environment of the school and its services				
Ensure all can access all areas	Site survey	October 2013	SBM Head Teacher SBM Head Teacher	All able to access all areas
Ensure that pupils in wheelchairs can move around the school without experiencing barriers	Carry out inspection	October 2013	Head Teacher	All able to access all areas
Provide pathways to travel around the site	Test all pathways	January 2013	Head Teacher	All able to travel around the site

Provide additional tactile signage around the site	site survey	January 2014	SBM Head Teacher	All areas accessible to all
	Obtain quotes	March 2014	SBM	
	Installation	April 2014		
Ensure Emergency Evacuation covers pupils and adults with a disability	Carry out evacuation with wheel chair users in mind	November 2013	Head Teacher	All able to evacuate the building safely
Look at ways of further improving environment for hearing impaired.	Evaluate and update soundfield system for hearing	January 2014	Headteacher	All systems working well
	Look at loop system for hall and the possible advantages			Installed if beneficial