

DISABILITY EQUALITY SCHEME

PARKSIDE JUNIOR SCHOOL

3-year period covered by the scheme: April 2009 – April 2012

Introduction

Duties under Part 5A of the DDA 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; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- 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.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

1.1: The purpose and direction of the school's scheme

Guidance

The purpose of the school's scheme is to show how the school is going to meet the duty to promote disability equality for disabled pupils, staff and parents. An overall vision should therefore reflect the six elements in the general duty.

The General Duty

- 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.

1.2: Involvement of disabled pupils, staff and parents

Involving disabled people is a requirement of a scheme and brings real benefits in terms of;

- Providing insights into the barriers faced by disabled pupils, staff and parents
- Developing expertise in identifying ways to overcome these barriers
- Improving working relationships between schools and disabled pupils, staff and parents. .

1.3: Information gathering

Parkside Junior School defines Disability in line with the current definitions in the Disability Discriminations Act (DDA). This means that is this school we define Disability as:

‘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.

In our school the following adjustments are made to support school users who have a disability:

- a) Bright colours used for decoration*
- b) Ramps to increase access*
- c) Disabled toilet and shower/changing facility*
- d) Stair lift between upper and lower school*

Information Gathering Process for all schools users.

We have gathered information from a number of sources.

- We have surveyed all the school staff , Year 5 and 6 children, parents and governors to gain their views on current provision and future aspirations

The information is needed to allow the school to plan for the future so that the needs of the local disabled community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.

In our school we look on the issue of someone not being able to access something because of a disability as being a problem with what is provided, not the person using the facility or accessing the provision, we would encourage people to make their needs known to us so that we can ensure that they do have full access.

We recognise that this is our first Disability Equality Scheme and that we need, as one of the priorities for the action plan to look at how we can keep this information up to date and involve members of the disabled community in the ongoing life of the plan. This will improve the quality of the information available when the plan is reviewed in three years time.

We have reflected on the respective responsibilities of the school and the local authority and we have ensured that we are able to collect information on new staff through the recruitment process by requesting all staff complete a brief questionnaire upon appointment.

This information will be collected through out the life of the Disability Equality Scheme and will inform the priorities for the next scheme.

The information collected shows how disabled staff are represented amongst different groups of employees, at different levels of the school..

Academic Year 2008-09

Mobility

	<i>Number In post</i>
<i>Management</i>	<i>0</i>
<i>UPS</i>	<i>0</i>
<i>Main Scale</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>
<i>Other</i>	<i>0</i>

Manual Dexterity

	<i>Number In post</i>
<i>Management</i>	<i>0</i>
<i>UPS</i>	<i>0</i>
<i>Main Scale</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>
<i>Other</i>	<i>0</i>

Physical Co-ordination

	<i>Number In post</i>
<i>Management</i>	<i>0</i>
<i>UPS</i>	<i>0</i>
<i>Main Scale</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>
<i>Other</i>	<i>0</i>

Continence

	<i>Number In post</i>
<i>Management</i>	<i>0</i>
<i>UPS</i>	<i>0</i>
<i>Main Scale</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>
<i>Other</i>	<i>0</i>

Ability to lift, carry or otherwise move everyday objects

	<i>Number In post</i>
<i>Management</i>	<i>0</i>
<i>UPS</i>	<i>0</i>
<i>Main Scale</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>
<i>Other</i>	<i>0</i>

Speech, hearing or eyesight

	<i>Number In post</i>
<i>Management</i>	<i>1</i>
<i>UPS</i>	<i>0</i>
<i>Main Scale</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>
<i>Other</i>	<i>0</i>

Memory or ability to concentrate, learn or understand

	<i>Number In post</i>
<i>Management</i>	<i>0</i>
<i>UPS</i>	<i>0</i>
<i>Main Scale</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>
<i>Other</i>	<i>0</i>

Perception of risk or physical danger

	<i>Number In post</i>
<i>Management</i>	<i>0</i>
<i>UPS</i>	<i>0</i>
<i>Main Scale</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>
<i>Other</i>	<i>0</i>

Educational opportunities available to and the achievements of disabled pupils.

Information about disabled pupils which is already available to the school comes from the Inclusion Manager.

Presence:

Our current disabled population is:

<i>Disability</i>	<i>Number of pupils</i>
<i>Mobility</i>	<i>0</i>
<i>Manual dexterity</i>	<i>0</i>
<i>Physical co-ordination</i>	<i>0</i>
<i>Continence</i>	<i>0</i>
<i>Ability to lift, carry or otherwise move everyday objects</i>	<i>0</i>
<i>Memory or ability to concentrate, learn or understand</i>	<i>2</i>
<i>Perception of risk of physical danger</i>	<i>0</i>

From the analysis of the information we have collected about the participation of disabled pupils we have decided on the following priorities for the Disability Equality Scheme.

Priorities-

1. To improve access for persons with physical disabilities at entrances and reception
2. To improve access to the upper floor for persons with physical disabilities.
3. To ensure that places school select to visit are suitable for disabled pupils and to ensure needs for pupils with physical disabilities are assessed.
4. To increase the quantity of resources that depict disability positively and equality of race and gender.
5. To ensure that all school policies include reference to the Disability Equality Scheme
6. Staff to receive training on the implications of the Disability Equality Scheme

7. To ensure all teaching and support staff are aware of pupil medical and dietary needs.

The achievements of disabled pupils

We have analysed the achievements of our disabled pupils against the same success criteria we use for all our pupils including:

- exams;
- accredited learning;
- end of key stage outcomes;
- comparative progress measured by the optional SATs;
- achievements in extra-curricular activities; and
- broader outcomes such as those set out in *Every Child Matters*.

From this analysis we have seen that pupils with SEN make 'satisfactory' to good' progress.

Our priority is to continue to maintain this high level of progress.

1.4: Impact assessment

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

The main mechanism by which our school will assess the impact of their current policies will be by bringing together:

- the issues identified through the involvement of disabled pupils, staff and parents; and
- 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 on disabled people of our current policies. We will involve disabled people in prioritising what is to be looked at first. Impact assessment will be incorporated into the school's planned review and revision of existing policies and into the process of developing new policies.

2: Identifying the main priorities for our school's scheme and deciding actions.

The priorities for the school's scheme have been set in the light of:

- an examination of the information that the school has gathered; and

- the messages that the school has heard from the pupils, staff, governors and parents who have been involved in the development of the scheme.

Priorities identified are about:

1. To improve access for persons with physical disabilities at entrances and reception
2. To improve access to the upper floor for persons with physical disabilities.
3. To ensure that places school select to visit are suitable for disabled pupils and to ensure needs for pupils with physical disabilities are assessed.
4. To increase the quantity of resources that depict disability positively and equality of race and gender.
5. To ensure that all school policies include reference to the Disability Equality Scheme
6. Staff to receive training on the implications of the Disability Equality Scheme
7. To ensure all teaching and support staff are aware of pupil medical and dietary needs.

The actions we will take to promote equality of opportunity will address the six elements of the general duty:

Promoting equality of opportunity

We are working proactively to make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils, through this we promote equality of opportunity for disabled pupils and to secure their participation in every aspect of school life. We have incorporated priorities from our accessibility plan into the scheme.

Eliminating discrimination,

We are working proactively to eliminate discrimination, for example:

- by awareness raising and staff training;
- by keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;

- raising expectations;
- improving communication.

Eliminating harassment

We are working proactively to eliminate harassment.

We will;

- raise awareness amongst staff and pupils of disability-related harassment;
- understand the nature and prevalence of bullying and harassment;
- recognise and address bullying and harassment;
- involve pupils themselves in combating bullying;
- ensure that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed.

Promoting positive attitudes

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

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by ensuring representation of disabled people in senior positions in the school;
- through positive images in school books and other materials.

Encouraging participation in public life

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;*
- *disabled pupils, staff and parents are represented in senior, responsible and representative roles;*
- *there are positive images of disabled people participating.*

Taking steps to meet disabled people's needs, even if this requires more favourable treatment

We will ensure that the policies of the school and the climate of the school is designed to meet disabled pupils needs. We will give due consideration to the fact that in order to do this we may have to ensure that the disabled person receives more favourable treatment.

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; and
- the action plan is incorporated into a framework that has the oversight of the governing body, and that progress is checked.

The action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

The scheme will be linked to both the full School Improvement Plan and the Accessibility Plan to ensure that the scheme is reviewed on a regular basis by the governing body.

Evaluation

We will evaluate the effectiveness of this scheme and reflect this evaluation in our discussions with:

- their school improvement partner; and
- Ofsted, when the school is inspected.

3.2: Publication

The school's scheme will be published:

- *as a separate document.*

And is available from the Headteacher

This scheme was published on 3^d April 2008 and will be in operation until April 2011

3.3: Reporting

We will report annually on:

- the progress we have made on our action plan; and
- the effect of what we have done.

The report on the scheme will be:

- Within the school prospectus

3.4: Reviewing and revising the scheme

As part of the review of the scheme, we will:

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

Over time we will align our accessibility plan and our disability equality scheme so that we produce a new scheme and plan at the same time.

Nightingale Junior School
Disability Equality Action Plan

Priority (What you are hoping to achieve)	Action Required (include resources)	Success Criteria	Timescale (when the out come will be achieved)	Responsible Person	Comment
1. To consider improving access for persons with physical disabilities at entrances and reception	Governors to secure quotes for improving access to the main reception and main entrance doors	Governors are able to make an informed decision on the cost effectiveness of improving access to the building	Dec 08	Chair of Premises sub-committee	Entrances currently provide access but could be better
2. To improve access to the upper floor for persons with physical disabilities when required	Currently the school has no disabled staff / pupils. If any attend the school the governing body will examine the best ways to meet their needs in a cost effective manner	Governors are able to make an informed decision on the cost effectiveness of improving access to the building	When required	Chair of Premises sub-committee	
3. To ensure that places school select to visit are suitable for disabled pupils and to ensure needs for	If a child / adult within the party has a disability the teacher planning the visit should undertake a site visit to ensure that all participants can access all	No child or adult will be disadvantaged on school visits	When required	Class teacher / Educational Visits Co-ordinator	

pupils with physical disabilities are assessed.	areas of the visit				
4. Resources To increase the quantity of resources that depict disability positively and equality of race and gender.	Resources within school, should promote diversity	All co-ordinators should ensure that resources purchased are accessible to all children and that diversity is promoted	From April 2008	Subject leaders	
5. Policies	As part of the policy review cycle subject leaders review policies for any inequalities relating to disability, race and gender. Specific check to be made on Anti-bullying policy regarding sexuality and/or disability.	All policies make reference to the Disability Equality Scheme	From September 2008	Subject leaders	

6. Staff Training	Both teaching and support staff to be made aware of new Equality and Diversity plan and resulting Action plan.	Staff are aware of the needs of all children and adults in school	September 2008	Headteacher	
8. To ensure all teaching and support staff are aware of pupil medical, dietary needs and SEN	<p>To create wall chart for staff room of pupils with medical needs or allergies – include photograph so all staff can recognise pupils</p> <p>To provide kitchen staff with list of pupils with special dietary needs (include food allergies)</p> <p>System set up to review lists each year.</p> <p>Book of SEN concerns of pupils produced</p>	All staff are aware of the needs of our children	September 2008	Inclusion Manager	

Review Date: April 2009 Designated Member of Staff (Day to day implementation): Christopher Mansell

Senior Member of Staff Overall Responsibility: Christopher Mansell

Designated Governor: Narinder Dhiensa