



Rack House Primary

Disability Equality Policy and Scheme

September 2014

Introduction

Duties under the 2010 Equality 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; 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 require the governing body to plan to increase access to education for disabled pupils in three 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 schools plans to increase access to education for disabled pupils.

School Ethos

At Rack House we are committed to ensuring that every individual, regardless of gender, ethnic origin, religion or disability has access to and participates in the full curriculum and the learning experiences on offer. Rack House promotes a positive approach to celebrating difference. This policy will support and enhance the Disability Equality Action Plan and SEN Policy. This policy will also outline how we will involve disabled users of the school in order to identify and remove potential barriers and improve equality of opportunity.

Our understanding of Disability

In the Equality Act 2010 disability is defined as - 'A physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.' Substantial is defined as something which is more than minor or trivial and long-term is defined as being one year or more. This is a broad definition which includes people with a wide range of impairments, including those which may be 'hidden disabilities' such as medical conditions. All disabled users of the school will be protected by the Disability Equality Duty (DED) 2010, these include; pupils, staff, governors, parents/carers and members of the public.

This definition covers a broad spectrum of impairments which could include;

- Cancer
- Diabetes
- Epilepsy
- HIV
- Multiple Sclerosis
- Hearing and Sight impairments
- Long term mobility difficulties
- People with mental health conditions
- People with learning difficulties/disabilities

The Disability Equality Duty consists of six elements; we will actively;

- Promote equality of opportunity
- Eliminate Discrimination
- Eliminate Harassment
- Promote positive attitudes
- Encourage participation
- Take steps to meet disabled people's needs.

The aims of this policy

- To ensure the 6 areas in the DED are considered and acted upon.
- To promote equality of opportunity between disabled people and other people in our school community.
- To eliminate negative discrimination or harassment of disabled people in school.
- To encourage the full involvement of disabled people in school life.
- To become aware of reasonable adjustments which need to be made for the wider school community, including pupils, family members, staff and governors.

- To take steps to meet disabled people's needs, even where this requires more favourable treatment.
- To develop the PSCHE scheme of work around disability to promote children's understanding of disability.

How disabled people will be involved in this scheme

As we are at the start of this process information needs to be gathered so we are aware of all the disabled users of the school. Information will be collected on pupils, staff, governors and families. This will be the priority for our action plan. All families have received a letter asking them to disclose any disabilities which their child or family members may have so that school is clear on who its disabled users are and what reasonable adjustments, if any, are needed. The school will then make reasonable adjustments where these are needed, for example, providing information in a different way.

The school council will be involved in the inclusion of the process. The council will be asked to identify barriers to inclusion and from this we will choose priorities for the school development. They will also take this information back to classes to include all pupils.

How we intend to gather information on the effect of our policies and practices on disabled people.

Recruitment, development and retention of disabled employees.

All newly recruited staff are asked as part of the application process if they have a disability. Although they do not have to disclose any disability if they do then there will be a discussion about how any needs can be met by the school.

School will conduct an audit of staff and governors to ask them if they have any disability that they would like to disclose. The forms will be collected and any issues arising can be discussed in confidence with the head teacher.

Each member of staff also has regular meetings with the head teacher at which they can raise any personal issues.

Educational opportunities available to and the achievements of disabled pupils.

In admissions meetings parents will be consulted as to how their child's needs can best be met. This information will then be passed on to the class teacher and any other relevant staff with the permission of the parents.

In the case of children transferring from other schools information will be sought from the previous school. Detailed transition procedures are already in place for nursery and reception children; these can be adapted where needed for children with disabilities through discussion with the head teacher. Transition programmes are developed as a priority for children who will be accessing the ASD/SLCN provision.

When applicable information and advice from outside agencies will also be gained on the child's admission to the school where this information will help provide a smooth transition. Staff members who are working directly with children with disabilities will be given access to any support and training needed. The SENCO keeps records of all children with additional needs and shares the information with relevant staff. Lunchtime organisers can also access training on how to meet the needs of the children when this is needed.

All preparation, planning and assessment of teaching and learning takes into account the diverse needs of the children, including those with disabilities. Reasonable adjustments are made to meet requirements, through differentiated resources or learning styles, for example through the use of Picture Exchange Communication or extra support in class. Short term planning indicates children with particular needs and flags up how these needs will be met.

The school's tracking system monitors the attainment and progress of all children, from this individual targets are set for the children. The SENCO and staff review the progress of children with additional needs on a termly basis and write Individual Education Plans (IEP's) and or Individual Behaviour Plans. Outside agencies are involved when this is necessary. We have good links with Specialist Support Schools Ashgate and Lancasterian for this.

'Happyland' provides additional support for children who are having particular social and emotional difficulties. Buddy systems may also be put into place for children who are socially vulnerable. Children with disabilities will have full access to school trips, social events and residential trips. The member of staff organising the trip will be responsible for considering the needs of all of the pupils before the trip and for organising reasonable adjustments to the arrangements where these are needed. These will be recorded on the risk assessment for the trip.

School will monitor the number of pupils with disabilities who attend after school clubs. Children with disabilities will be given encouragement to access these clubs.

Throughout the curriculum and especially through PSCH lessons we teach that everybody is an equal member of the school community and that everyone has different strengths and weaknesses. The SEAL programme aids the teaching of these concepts but other sessions will be offered when the need for these is identified. We wish to ensure that disability is viewed in a positive way and that disabled children are seen by their peers as equals who have just as much to contribute to the life of school as non disabled children. Sessions promoting awareness of disability and especially of 'hidden disabilities' will take place in school when this is appropriate.

How the impact of this policy will be assessed.

This policy and the accompanying action plan will be reviewed biannually.

When reviewing other policies in school we will ensure that the DED is being included in these policies to promote equality of opportunity for disabled people.

We will ask members of the school council to look at the impact actions have had within school. This will be done regularly and as appropriate.

We will review the information that we have collected and then look at how people have been affected by any changes made as a result of the information.