

***Thrussington C. of E. ( A. ) Primary  
School.***

**Disability Equality Scheme**

**December 2007 – December 2010**

December, 2010 - December, 2012

Reviewed: January, 2011

Reviewed: September, 2011

Reviewed: December, 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.**

1.1.1 At Thrussington C. of E. ( A ) Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that, rather than viewing disability as an impairment in its own right, a disability only occurs at the point where people with impairments interact with barriers which prevent equality and full participation in society. We will continuously strive to ensure equality within the school domain.

1.1.2 The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment

- 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.

This scheme aims to set out how we will meet these general duties.

1.1.3 Should be read in conjunction with our Accessibility Plan.

1.1.4 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

## **1.2 The Involvement of Disabled Children and Young People, Staff and Parents**

1.2.1 In preparing this scheme, disabled people were involved in the following ways:

Group of children i.e. School Council, ex –pupils, all staff, community groups, parents, the community, governors, prospective employees, Special School: in all cases, interviewed and actions considered as part of the provision in the Scheme.

1.2.2 In the longer term, disabled people will be involved in the following ways:

- a consultative group of disabled pupils, staff and parents will be involved in the review of all policies and procedures and the establishment of all new policies and procedures
- due to the small size of the school, a consultative group will be set up jointly with Development Groups: Thurmaston and Syston Group and Link 77
- an annual social event for disabled children, parents and staff will be arranged to gather views in an informal setting
- parental surveys give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability
- pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability
- disabled staff have regular meetings with their line manager to discuss how the school can best enable them to work
- children and young people with disabilities have regular meetings with their learning mentors to identify any perceived difficulties. Learning mentors make recommendations to the Headteacher.

- 1.2.3 We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.
- 1.2.4 When seeking the views of disabled people, we use their preferred means of communication.

### **1.3 Gathering Information**

- 1.3.1 Disabled pupils and staff are identified through self-declaration, recruitment and selection procedures, admission forms. Data protection legislation will be observed in sharing this information.
- 1.3.2 Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.
- 1.3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.
- 1.3.4 The information about disabled staff and pupils will be used to assess:
- the effect of our policies and practices on the recruitment, development and retention of disabled employees
  - the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.
- 1.3.5 The information about disabled parents and community users will be used to assess:
- the effect of our policies and practices on the involvement of parents in their child's education
  - the effect of our policies and practices on the involvement of disabled users in community activities.
- 1.3.6 Information on staff will be analysed in respect of the representation of disabled people:
- in all aspects of the work of the school, for example: teaching, teaching support, administrative support;
  - at all levels of seniority in the school;
  - amongst those awarded Teaching and Learning Responsibility Payments;
  - as permanent or temporary members of staff, full- or part-time or casual staff;
  - in training and professional development opportunities;
  - in disciplinary and capability proceedings;
  - in harassment and bullying procedures;

- as contract staff, for example: contract cleaners and agency supply teachers;
- among those who take sick leave;
- among trainee teachers on placement at the school; and
- among those leaving the profession early.

1.3.7 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- attract a wider field for recruitment without discrimination against disabled people
- retain the experience and skills of employees who become disabled during their working life.
- develop in-house expertise about what disabled staff, pupils and other users may require;
- provide role models for children and young people;
- bring different life experiences and new skills to the school; and
- help foster good relations with all employees by showing that everyone is valued and treated fairly.

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

1.3.8 Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for disabled learners to take positions of responsibility;
- satisfaction and enjoyment levels across a range of school activities;
- aspirations and ambitions for the future;
- successful transition into the next stages of education, training or employment;
- access to school trips;
- involvement in after school clubs and activities;
- access to work experience as part of an educational experience, e.g. School-business link.
- take up of careers advice.
- attainment and achievement of disabled learners
- exclusion rates of disabled learners
- admissions of disabled learners

1.3.9 Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to

support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
- ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents' evening. Where attendance is not possible because of a disability, make alternative arrangements;
- give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;
- give disabled parents preferential parking rights;
- give consideration to the needs of young carers.

1.3.10 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- the representation of disabled people on the governing body;
- the accessibility of meetings for disabled governors;
- the accessibility of other governors' activities.

1.3.11 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- encourage community groups to ensure their activities are accessible;
- give due regard to disabled community users when revising school policies and procedures.

## **1.4 Impact Assessment**

1.4.1 In line with the DRC guidance, impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

1.4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used,

e.g. informal feedback from a disabled person about the impact of a policy or procedure.

- 1.4.3 As a first step towards assessing the impact of policies on disabled people, the policies of the school will be screened to identify their level of relevance and potentially their impact on disabled people. Policies with a high relevance will take priority for review. (This analysis will be added as Appendix One)
- 1.4.4 A schedule will be written for the review of all policies over the lifetime of this scheme. (This schedule will be added as Appendix One)
- 1.4.5 Our disabled consultative group will be involved at a suitable point in the revision of these policies.
- 1.4.6 As a first step towards assessing the impact of practices on disabled people, the practices of the school will be identified and prioritised by relevance.

All staff and pupils recording current practices over one day as part of a disability awareness week, to be analysed for possible impact.

Practices are usually unwritten procedures and everyday activities.

Practices with a high relevance will be take priority for assessment.

The outcome of this assessment will be added as Appendix Two. Over the next three years, all the following practices will be assessed:

- Recruitment practices
- Teaching approaches
- Classroom routines
- Registration routines
- Homework
- Office routines
- Communication with staff
- Communication with parents

This list will be extended as further practices are identified.

- 1.4.7 Issues arising from the impact assessment will be prioritised and added as an appendix to the Action Plan.
- 1.4.8 All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. This will be facilitated in the following way:  
referral to appropriate consultative sub-committees each time a policy, procedure or practice is updated and every new development.
- 1.4.9 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

## **2: Planning for Action**

### **2.1 Arrangements for the First Action Plan**

2.1.1 In line with the DRC guidance, our initial Action Plan includes information on:

- improving information gathering mechanisms,
- the mapping of policies and practices and
- how the involvement of disabled pupils and disabled adults can be facilitated.

We have also identified good practice from examples given in training and as result of this, have included certain actions to meet the Disability Equality Duty.

2.1.2 The priorities for the school's scheme will in future be set in the light of:

- an examination of the information that the school has gathered;
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme; and
- an assessment of the impact of current policies on disability equality.

2.1.3 Urgent action necessary following an examination of the information will be added to the action plan before the review date.

2.1.4 In writing our action plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment, in accordance with legal requirements

2.1.5 Our action plan is included as Appendix Three.

### **2.2 Annual Reporting**

2.2.1 Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:

- information gathered during the year
- how that information was used
- action points completed during the year and those that are ongoing.

Disabled people will be involved in the process. This report will be available through:

- the School Profile and Governors' Report to Parents, where the latter still pertains.
- the School Prospectus
- the school website
- any local publication at Governors' discretion

- any diocesan publication

The person responsible for producing the Annual Report is the Chair of Governors.

### **3. Implementation**

#### **3.1 Implementation, Monitoring and Evaluation of the Action Plan**

- 3.1.1 The implementation of the Action Plan will be overseen by the governing body. A report will be made to the governors each year by S.E.N. Governor and Headteacher. A checklist to aid governors is included as Appendix Four.
- 3.1.2 The Action Plan will be dovetailed with the School Development Plan and the Accessibility Plan in order to increase the effectiveness of these.
- 3.1.3 The evaluation of the effectiveness of our scheme will be reflected in our discussions with the School Improvement Partner and with Ofsted when the school is inspected.
- 3.1.4 As part of the New Relationship with Schools, the School Improvement Partners will include in their discussions with schools the attainment of and outcomes for all pupils including disabled pupils. Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

#### **3.2 Publication of the Scheme**

- 3.1.1 Our scheme will be published
- on the school website;
  - in the School Prospectus
  - It will be available on audio CD on request.
  - It will be available in paper format to anyone on request.

#### **3.3 Reviewing and Revision of the Scheme**

- 3.3.1 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, parents and users.
- 3.3.2 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, parents and users; and
  - be based on information that the school has gathered.

3.3.3 The Scheme will be reviewed annually.

3.3.4 The Chair of Governors will be responsible for initiating the review of this scheme.

## Appendix One: Policies and their relevance to and potential impact on disabled people.

Policy	Relevance (please tick)			Proposed term for review
	High	Medium	Low	
Homework			+	See timetable for Policies' review.
Behaviour and Discipline		+		See timetable for Policies' review.
Health and Safety, to include Emergency Procedures for Evacuation.	+			Reviewed annually. 30.01.09 See H. & S. minutes
Curriculum Policies		+		See timetable for Policies' review.
Accessibility Plan (Reviewed under the auspices of the Health and Safety Cttee.)	+			Reviewed annually.
Continuing Professional Development		+		Reviewed annually.
Child Protection	+			Reviewed annually. Viewed as a high priority as a matter of course. No issues from review.
S.E.N. Policy		+		Reviewed annually
Finance Policy		+		Reviewed annually
Race		+		Reviewed annually
Community Cohesion		+		Reviewed annually
Admissions Policy		+		Reviewed annually

<b>Recruitment</b>		<b>+</b>		<b>Reviewed annually.</b>
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## Appendix 3: Action Plan

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Set up systems to involve disabled people. <b>Comments on review:</b> <b>1. Remains a priority. Considered in light of Extended Services' and Community Cohesion.</b> <b>2. Incorporated in interviewing process. No needs identified, therefore, no action required at present. Questionnaires to parents and learners.</b>	S.E.N. Gov. and Headteacher.	1. Establish a consultative group with representation from disabled people.	School office, time, reprographic costs.	On-going	30. 01.09	An analysis of information will lead to Scheme's publication by due date.
	S.E.N. Gov. Foundation Gov. and Headteacher.	2. Establish a mechanism for surveying the views of disabled learners in the school.	S.E.N. Record; targeted groups, to include parents/carers	On-going		An analysis of information will lead to Scheme's publication by due date.
Establish a timescale for the review of policies, procedures and practices in light of the 2005 Disability Discrimination Act.	Headteacher	To produce Schedule for Review of Policies.	Time; reprographics.	On-going.	As per Schedule. No change. 30.01.09	Research influences policy reviews and forms part of the Schedule.

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Establish systems for information gathering, in order to meet the six general duties outlined in the 2005 Disability Discrimination Act.	H.T. and S.E.N. Governor.	Write information statement in Prospectus for all new parents re. self-declaration. Prioritise groups of people and gather appropriate information. <b>Change of Status, Sept. '08, leading to review of Prospectus</b>	Time. Data analysis.	On-going to take into account possibility of Change of Status. <b>In position by end of Spring, 2009.</b>	30.01.09	Information-gathering systems established. Information gathered and appropriate action taken.
Promote equality of opportunity  Eliminate harassment	H.T. Gov. Body.	Policies reviewed and up-to-date with legislation. <b>1. Review to H.&amp;S. to review and feed back. 2. Refer to C. &amp; S. Cttee. To review and report back. 2. Attendance records, club registers; curriculum planning; Incidents' Record; courses attended; external assessment-good practice concluded</b>	Time. Data analysis.	On-going		Information-gathering systems established. Information gathered and appropriate action taken
Establish a timescale for the review of policies, procedures and practices in the light of 2005 Disability and Discrimination Act. <b>Timescale established: ongoing</b>	H.T. and Gov. Body.	Prioritise policies. Rolling in place already.	Time.	On-going.		Schedule reviewed and kept up-dated.





Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Staff and Governors' training.	H.T. Ch. Gvs.	Training for all concerned in accordance with D.D.A. <b>Comments:</b> <b>Record of Gvs.' training with Link Gov. Continuing to subscribe to GDS</b>	D.C.F.S. materials and any Local Authority et al training. Time. Possibility of financial implications.	On-going.	30.01.09	Staff and governors understand roles and responsibilities.
Take steps to meet disabled people's needs even if this requires more favourable treatment in accordance with legal requirements.	H.T. and Gov. Body.	Appraise staff of legal requirements where appropriate. <b>Comment:</b> <b>Reviewed and on-going.</b>	Time	On-going.		All relevant staff understand roles and responsibilities. No person disadvantaged within the law.



## Appendix Four: The disability equality duty and the governing body

Questions the governing body may want to ask itself as the 'responsible body' for the school:

Duties to disabled pupils, staff and parents	Yes	No	Evidence
<p>Does the GB receive regular reports on how the school is meeting its duties to:</p> <ul style="list-style-type: none"> <li>disabled pupils<sup>1</sup>?</li> <li>disabled staff?</li> <li>disabled parents, carers, governors, other disabled people who use the school or may want to?</li> </ul> <p><b>30/01/09 Comments:</b> Clerk to ensure place on agenda at least annually.</p>	Y		Minutes and reports.
<b>Disability equality duty: General duty</b>			
<p>Does the GB have regard to the need to:</p> <ul style="list-style-type: none"> <li>promote equality of opportunity for disabled people?</li> <li>eliminate disability discrimination?</li> <li>eliminate disability-related harassment?</li> <li>promote positive attitudes towards disabled people?</li> <li>encourage participation by disabled people in public life?</li> <li>take steps to meet disabled people's needs, even if this requires more favourable treatment?</li> </ul> <p><b>30/01/09 Comments:</b> See Govs.' visits and minutes of meetings.</p>	Y		Minutes and reports
<b>Disability equality duty: Specific duty</b>			
Does the school have a disability equality scheme?	Y		See Scheme.
<p>Did the school involve disabled people (pupils, staff, parents) in the development of the scheme?</p> <p><b>30/01/09 Comments:</b> No amendments to scheme.</p>	Y		Notes, questionnaires, minutes, records of interviews.
<p>Does the school's scheme show :</p> <ul style="list-style-type: none"> <li>how disabled people have been involved?</li> <li>how information is gathered on the effect of the school's policies on: <ul style="list-style-type: none"> <li>- recruitment, retention of disabled staff?</li> <li>- opportunities for, achievements of disabled pupils?</li> </ul> </li> <li>how the school assesses the impact of its policies, current or proposed, on disability equality?</li> <li>the steps it is going to take to meet the general duty (the school's action plan)?</li> <li>how information will be used to support the review of the action plan and to inform subsequent schemes?</li> </ul> <p><b>30/01/09 Comments:</b> No amendments needed by time of review.</p>	Y Y Y Y Y		See Scheme. (S.1:2)

Did the school implement the actions in its scheme within three years?	Y		Began on 3 <sup>rd</sup> . December, 2007.
Does the GB: <ul style="list-style-type: none"> <li>report on its scheme annually?</li> <li>review and revise its scheme every three years?</li> </ul> <u>30/01/09 Comments:</u> To be reviewed December, 2010 Report to Full Governing Body, 18/03/09			Began on 3 <sup>rd</sup> . December, 2007

## Appendix Five: Access to Work

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a deaf or hearing impaired person who may need support at an interview;
- a reader at work, for a blind or visually impaired person;
- special equipment (or alterations to existing equipment) to suit particular work needs arising from a disability; and
- help with the additional costs of travel to work for people who are unable to use public transport.

Access to Work can also pay for a support worker, if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment;
- someone to support communication for a person with a hearing impairment; or
- a specialist coach for a person with learning difficulties.

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- contacting their local Disability Employment Adviser (DEA) through their nearest Jobcentre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your particular circumstances with you;
- looking on the Jobcentre Plus website: [www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk)

Reviewed: 30<sup>th</sup>. January, 2009.

Headteacher:

Vice-chair of Governors:

