



Christ Church
C.E.Primary School

Disability Equality
Scheme

(2017-2020)

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1. School Ethos, Vision and Values

1.1 Mission Statement

At Christ Church C.E. Primary School we are committed to ensuring equality of opportunity for:

- Actively promoting equality of opportunity for current and prospective pupils, parents and staff who have disabilities
- Actively encouraging involvement of current and prospective pupils, parents and staff who have disabilities in policy and decision making to remove barriers to access, achievement and progression
- Valuing the diversity and differences of all stakeholders at our school, and using this diversity to enrich the learning and work experience
- Meeting individual needs in ways that make everyone feel valued and respected in order that they can fulfil their potential
- Striving to provide an outstanding learning experience for every student
- Continuing the process of inclusive learning and creating an environment free from discrimination, harassment or victimisation

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

In particular, the achievement and participation of pupils and students with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments in relation to teaching and learning and wider aspects of school life to make sure that the educational environment is as accessible as possible.

We will use our accessibility planning duty to ensure that there is a rolling programme of improvements over the next three years in relation to access to the curriculum, access to information for both pupils and their parents and access to the school buildings, its facilities and amenities for all.

We will seek to foster a positive response to disability among all members of our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

At Christ Church C.E. Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community. In making this assertion, we subscribe to the social model of disability.

The Disability Equality Duty (DED)

1.2 Background Information

Definition of disability

The Disability Discrimination Act of 1995 (DDA) defines a disabled person as someone who has

'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Disability Discrimination Act of 2005 has extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act of 2005 places a general duty on schools, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community:

- Promoting equality of opportunity between people with disabilities and other people;
 - Eliminating discrimination that is unlawful under the DDA;
 - Eliminating harassment of people with a disability that is related to their disability;
 - Promoting positive attitudes towards people with a disability;
 - Encouraging participation in public life by people with a disability;
- Taking steps to meet people with a disabilities needs, even if this requires more favourable treatment.

This general duty is also known as the Disability Equality Duty (DED). A specific duty under the 2005 legislation requires all schools to produce a Disability Equality Scheme and an associated action plan covering a three year cycle. This is the substance of the rest of this document.

1.3 School's Strategic Priorities

Christ Church C.E. Primary School has several strategic priorities. Our main priority to ensure that all our pupils are cared for appropriately in a happy environment where all children feel they can succeed and feel valued in whatever they do. The 'pupils' voice' is of vital importance at Christ Church through circle time, working with other agencies and the school council.

1.4 Strengths & Areas for Development

The school is keen to develop its current position with regard to disability through this document and its accessibility plan. The school aims to increase staff awareness of the definitions of disability, disability discrimination and reasonable adjustments through staff training. The school will also consider disability within the curriculum and its recruitment policy.

All staff are aware of the definitions of disability, disability discrimination and how to make reasonable adjustments.

Progress has already been made against previous accessibility plan. The school has worked hard to improve access in all areas.

Physical environment

The school has ensured all rooms are fitted with blinds and colour schemes that have been selected carefully to aid pupils with visual impairments. The playground has been resurfaced to ensure that there is an even surface and the schools corridors are free from clutter to ensure open access.

Gaining access to written information in a variety of forms.

The school office staff know how to gain information for parents in a variety of formats.

Access to the curriculum

All classrooms are equipped with whiteboards to enhance learning. Individual computers are available for use also. We are in the process of sourcing training for all staff, in the areas of nurture, differentiation and circle time, which will enhance our provision for pupils with social, emotional or mental difficulties.

In previous years, there has been training for staff in

- precision teaching
- Dyslexia Friendly Schools
- Paired reading

There has also been an increased identification of children in maths with SEN, those with speech and language difficulties, particularly in the early years, and dyslexia.

2. How we will meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

Through our accessibility plan all reasonable measures will be taken to increase participation in all areas.

2.1 Involvement of People with Disabilities in Developing the Scheme

Pupils, staff, parents and members of the community with a disability play a full part in consultation in school. A letter will be sent out to parents to find out information about any kind of disabilities within our school community, for which may need to make specific arrangements. A working party has been set up and targets for the coming year/s have been identified.

Action plans with defined timescales form our annual school development plan and copies are distributed to all governors and staff.

As there is a wide range of needs at our school, Christ Church is often quick to recognise the range of barriers and discrimination faced by pupils with a disability or disadvantage. We take all reasonable steps to provide a responsive and proactive programme. Pupils are encouraged to be active participants in identifying needs their own and others' needs.

Feedback will be sought on a regular basis.

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

Pupils, staff, parents and carers with a disability will be consulted with regard to the development of this scheme and feedback will take place through monitoring of both the scheme and the action plan itself.

2.3 The Governing Body

The governing body will be fully involved in the development of this scheme. Parents are represented on the board of governors through parent governors.

2.4 Removing barriers to access and participation

See the accessibility plan 2015 onwards.

2.4 Disability in the Curriculum, including teaching and learning

Within our schemes of work there will be opportunity to develop positive attitudes about disability, such as in PHSE lessons. Through our SEN provision, we already have specialist items in school that have been recommended by the Occupational Health service to support different children.

These include:

Breezi chair

Junior Move 'n' Sit cushion

Writing and cutting equipment, and cutlery to support fine motor skills

A Write Angle Slope Board

A Junior Write Slope

Pindora and Fizzy Fine and Gross Motor Skills programmes

We have strong links with the Hearing Impaired Unit at Heron Cross Primary School and with the Occupational Therapy and Physiotherapy services.

2.6 Eliminating harassment and bullying

According to the school's bullying policy, discrimination, bullying and harassment of person with disabilities children will be brought to the attention of the head teacher. Records of incidents will be logged by the class teacher/head teacher. Bullying in any form is not tolerated at Christ Church Primary.

2.7 Reasonable Adjustments

Children with disabilities will be encouraged and welcomed to participate in extra-curricular clubs within school. Reasonable adjustments will be made and a record of children's attendance kept. The school will also ensure that adjustments will be made so that all children with disabilities will attend all educational visits.

2.8 School Facility Lettings

Community use of the school is encouraged and the school is currently used by the PTFA and a parent and toddler group. There is currently no disabled parking within the school or immediately outside of the school grounds. This is an area the school intends to consider in the next three years.

2.9 Contractors & Procurement

Contractors come into our school through BBW and have good working practices with regard to the employment of people with disabilities. All contractors comply with school practice and policy.

Catering staff are aware of children with food allergies, or other dietary needs.

2.10 Information, Performance and Evidence

The school is currently collecting data on the number of children with disabilities within school. A register will be kept and updated termly. Staff analyse the data and act on the findings to ensure pupils have genuine accessibility to the curriculum and provision.

2.10 (i) Pupil Achievement

Children who have disabilities will be tracked and monitored carefully. Those on the SEN register will be monitored through individual targets from their Pupil Passports. All children will be monitored half termly in literacy, maths and science, through the pupil progress tracking grids, against end of year expectations. The progress of all children with disabilities will be considered through these tracking grids.

2.10 (ii) Learning Opportunities

All pupils are tracked on a half termly basis. Pupils on the SEN register have their own Pupil Passports reviewed on a termly basis. They are also monitored by some outside agencies, such as the SENSS team or the Educational Psychologist

2.10 (iii) Admissions, Transitions, Exclusions (including SEBD)

Children with disabilities are not over-represented within our exclusion figures. The school demonstrates its anticipatory duty in planning for the admission of pupils with disability through the action plan.

2.10 (IV) Social Relationships

The school runs a peer mediation scheme. Pupils are trained as mediators to ensure social opportunities at break times are as inclusive as possible. Play leaders encourage and support other children at lunchtimes to be active and to play co-operatively with each other.

Pupils with particular social and emotional difficulties will be targeted for additional support from the Learning Mentor or the Nurture Group.

2.11 (v) Employing, promoting and training disabled staff

Staff are recruited using the fair recruitment policy. Advertisements are written to attract applicants who are empathetic to the inclusive ethos of the school.

2.12 Impact Assessment

Towards the end of the school year all stakeholders are involved in evaluating the school's development over the previous year. Any training needs including those for disability equality are prioritised. Training is then sought to support the aims of the school development plan.

3.12 Monitoring, Reviewing and Reporting on the DES

The school will use the gathered information to prepare a three year action plan.

The scheme will be reviewed and progress against the action plan reported annually. The plan must be revised and rewritten after three years.

Review Date - 2020

Senior Member of Staff Responsible - Miss S Bradbury

Governor Responsible - Mrs C Paxton

The Disability Equality Scheme Action Plan (2015-2018)

Objective	Current good practice	Action	Time scale	By whom	Resources	Impact	Year 2 & 3 actions
To improve staff/governor knowledge of the disability equality scheme.		Training for staff and governors to be delivered by SENSS.	autumn term 2015	SENSS (Inclusion leader to arrange)	The Equality Act 2010 CC Disability Equality Scheme Action Plan (2015-2018)	All staff will have a good understanding of the purpose of the scheme and its requirements	School leaders to monitor
Ensure full access to the curriculum for pupils with a disability	specialised equipment currently in use: ergonomic pencils; writing slopes; Breezi chair, coloured overlays for dyslexic pupils; wobble cushion; junior catering cutlery; hearing impaired pupils sit at the front of the classroom; visually impaired pupil - sit at front of classroom/contrasting colours to be used/Green contrast mat; SEN support packs; mental health awareness week activities.	Ensure that class teachers are enabling pupils to access the necessary equipment to allow full access to the curriculum. Make sure that care plans have been read and followed. Ensure that SEN packs are fully embedded and on desks during every lesson.	from October 2017	inclusion leader	leadership time	Children will be fully able to access the school curriculum.	School leaders to monitor
Teach, through the curriculum, an understanding of different types of disability and the impact on people involved	PSHE taught weekly in classes. Year 1 class name Ellie Simmonds after the Paralympic swimmer	*Support pupils in school who may have a disability to share experiences with their peers *More visitors from disability organisations * Celebrate the achievements of disabled people in assemblies * Include more photos of disabled pupils in positive ways	From spring term 2018	SLT, class teachers, HSLW, Learning Mentor	Workshops PSHE linked. Ensure the PHSE curriculum covers disability.	One member of staff to be trained in the use of sign language. Children understand different types of disability and the additional needs people may have.	Have a disability awareness day in school
To involve the Health and Safety Ambassadors in decision making about disability awareness	Health and Safety ambassadors in place, could adapt to an additional role.	* school council members have disability awareness training which they can feedback to their respective classes	from autumn term 2017	Headteacher /DHT Inclusion leader to source training	SENSS?	H&S ambassadors can help to monitor provision across the school.	review annually
To consult with parents, staff & Governors about the school's provision		Consultation carried out annually: Policy review and adjustment if required.	from spring term 2018	Headteacher Inclusion leader	letter to go out to parents asking them their input in any disability-equality issues	All members of the school community are well informed	letter to be sent out at the start of each school year

Check list for school SLT and governors

Is information collected on disability with regards to both pupils and staff?

Is this information used to improve the provision of education and associated services for pupils and conditions of service for employees?

Is pupil achievement monitored by disability?

Are there any trends or patterns in the data that may require additional action?

Are people with a disability encouraged to participate in school life?

How is this shown through representation in school events such as class assemblies and the school council?

Are instances of bullying and harassment of pupils with a disability and staff logged, monitored and is this information used to make a difference?

Is disability portrayed positively in educational resources, displays and discussions such as circle time and class assemblies and represented where appropriate across the curriculum?

Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is support available for disabled parents? (e.g. a deaf parent at a parents' evening)

Are procedures for the election of parent governors open to candidates and voters who are disabled?

Is training on Disability embedded within the training and CPD programme for all staff and governors?