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FEDERATION OF PENNY ACRES AND WIGLEY PRIMARY SCHOOL

DISABILITY EQUALITY SCHEME

The Federation of Penny Acres and Wigley Primary School **Disability Equality Scheme**

The Disability Equality Scheme is to be read alongside the Federation of Penny Acres and Wigley Primary School Accessibility Plan.

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 and the schools Accessibility Plan incorporates the school's plans to increase access to education for disabled pupils.

1: Starting points

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

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, not to treat disabled pupils less favourably for a reason related to their disability and to make reasonable adjustments for disabled pupils.
- To increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discriminations Act (DDA).
- To increase the extent to which the disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and the associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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.

To this end appropriate agencies have been consulted and all stakeholders have been given the opportunity to contribute to the scheme by completing a questionnaire.

1.3: Information gathering

The Federation of Penny Acres and Wigley Primary School defines Disability in line with the current definitions in the Disability Discriminations Act (DDA). This means that at this school we define Disability as:

‘a physical or mental impairment which has a substantial and long-term adverse effect on a person’s 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 which involves consultation with individuals who may be affected and reviewing provision. For example, we regularly review the arrangement of all furniture and equipment to ensure equal access.

Our current disabled population is:

| Disability | % |
|---|----------|
| Mobility | 1 |
| Manual dexterity | 0 |
| Physical co-ordination | 0 |
| Continence | 0 |
| Ability to lift, carry or otherwise move everyday objects | 0 |
| Memory or ability to concentrate, learn or understand | 0 |
| Perception of risk of physical danger | 0 |

Information Gathering Process for all schools users.

We have gathered information from a number of sources.

- We have surveyed all current pupils, parents, carers and users of the school to gain their views on current provision and future aspirations.
- We have contacted local disabled peoples groups and asked for their views.
- We have discussed the issues with all feeder schools/ nursery providers in the area.
- We have jointly discussed access with other local schools and produced details of other local provision.

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 and 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 two years time.

- We have also gathered information about recruitment, development and retention of disabled employees.

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 a questionnaire that will go out to staff on appointment.

We have discussed the need to have information on disability with current staff and have collected this information by means of a questionnaire.

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

Academic Year 2021/2022

Mobility

| | <i>% In post</i> | <i>% Leavers</i> |
|---------------------------|------------------|------------------|
| <i>Management</i> | <i>0</i> | <i>0</i> |
| <i>AST</i> | <i>0</i> | <i>0</i> |
| <i>UPS</i> | <i>0</i> | <i>0</i> |
| <i>Main Scale</i> | <i>0</i> | <i>0</i> |
| <i>Teaching Assistant</i> | <i>0</i> | <i>0</i> |
| <i>Clerical</i> | <i>0</i> | <i>0</i> |
| <i>Other</i> | <i>0</i> | <i>0</i> |

Manual Dexterity

| | <i>% In post</i> | <i>% Leavers</i> |
|---------------------------|------------------|------------------|
| <i>Management</i> | <i>0</i> | <i>0</i> |
| <i>AST</i> | <i>0</i> | <i>0</i> |
| <i>UPS</i> | <i>0</i> | <i>0</i> |
| <i>Main Scale</i> | <i>0</i> | <i>0</i> |
| <i>Teaching Assistant</i> | <i>0</i> | <i>0</i> |
| <i>Clerical</i> | <i>0</i> | <i>0</i> |
| <i>Other</i> | <i>0</i> | <i>0</i> |

Physical Co-ordination

| | <i>% In post</i> | <i>% Leavers</i> |
|---------------------------|------------------|------------------|
| <i>Management</i> | <i>0</i> | <i>0</i> |
| <i>AST</i> | <i>0</i> | <i>0</i> |
| <i>UPS</i> | <i>0</i> | <i>0</i> |
| <i>Main Scale</i> | <i>0</i> | <i>0</i> |
| <i>Teaching Assistant</i> | <i>0</i> | <i>0</i> |
| <i>Clerical</i> | <i>0</i> | <i>0</i> |
| <i>Other</i> | <i>0</i> | <i>0</i> |

Continence

| | <i>% In post</i> | <i>% Leavers</i> |
|---------------------------|------------------|------------------|
| <i>Management</i> | <i>0</i> | <i>0</i> |
| <i>AST</i> | <i>0</i> | <i>0</i> |
| <i>UPS</i> | <i>0</i> | <i>0</i> |
| <i>Main Scale</i> | <i>0</i> | <i>0</i> |
| <i>Teaching Assistant</i> | <i>0</i> | <i>0</i> |
| <i>Clerical</i> | <i>0</i> | <i>0</i> |
| <i>Other</i> | <i>0</i> | <i>0</i> |

Ability to lift, carry or otherwise move everyday objects

| | <i>% In post</i> | <i>% Leavers</i> |
|--------------------|------------------|------------------|
| Management | 0 | 0 |
| AST | 0 | 0 |
| UPS | 0 | 0 |
| Main Scale | 0 | 0 |
| Teaching Assistant | 0 | 0 |
| Clerical | 0 | 0 |
| Other | 0 | 0 |

Speech, hearing or eyesight

| | <i>% In post</i> | <i>% Leavers</i> |
|--------------------|------------------|------------------|
| Management | 0 | 0 |
| AST | 0 | 0 |
| UPS | 0 | 0 |
| Main Scale | 0 | 0 |
| Teaching Assistant | 0 | 0 |
| Clerical | 0 | 0 |
| Other | 0 | 0 |

Memory or ability to concentrate, learn or understand

| | <i>% In post</i> | <i>% Leavers</i> |
|--------------------|------------------|------------------|
| Management | 0 | 0 |
| AST | 0 | 0 |
| UPS | 0 | 0 |
| Main Scale | 0 | 0 |
| Teaching Assistant | 0 | 0 |
| Clerical | 0 | 0 |
| Other | 0 | 0 |
| | | |

Perception of risk or physical danger

| | <i>% In post</i> | <i>% Leavers</i> |
|--------------------|------------------|------------------|
| Management | 0 | 0 |
| AST | 0 | 0 |
| UPS | 0 | 0 |
| Main Scale | 0 | 0 |
| Teaching Assistant | 0 | 0 |
| Clerical | 0 | 0 |
| Other | 0 | 0 |

The Federation of Penny Acres and Wigley Primary School recognises the following benefits of a diverse workforce in our community:

- diversity of skills and experience;
- ability to see situations from a range of perspectives.

Educational opportunities available to and the achievements of disabled pupils.

Information about disabled pupils which is already available to the school comes from the source document completed by parents on entry to school, and thereafter annually from information given to the school as part of a statement of special educational needs.

Using the understanding of which pupils may count as disabled which we have established earlier in the scheme we have analysed this data against:

- the presence;
- participation; and
- achievements of disabled pupils.

Presence:

Our current disabled population is:

| Disability | % |
|---|----------|
| Mobility | 1 |
| Manual dexterity | 0 |
| Physical co-ordination | 0 |
| Continence | 0 |
| Ability to lift, carry or otherwise move everyday objects | 0 |
| Memory or ability to concentrate, learn or understand | 0 |
| Perception of risk of physical danger | 0 |

The table above shows our analysis of the Disabled population in our school.

It shows:

- what % disabled pupils there are in the school;
- which impairment groups are represented in the school; and
- whether there are groups of disabled pupils who are not represented at the school.

This tells us that there are no other disabled children in school other than those recognised as such by statements of special educational needs for whom resources and provision are regularly monitored by outside agencies and the staff (teachers and SEN teaching assistants), through regular assessments and reviews and reported to parents, SEN co-ordinator, outside agencies and our inclusion officer.

Participation:

We ensure that all children can access a full curriculum in the following ways:

- we arrange all furniture and equipment to ensure equal access and review this regularly;

- we provide a toilet cubicle which is of sufficient size and provides suitable grab rails for both ambulant and wheel chair bound disabled people;
- pre-visit assessments are made by relevant staff to ensure that any special arrangements that are needed will be made.
- PHSE scheme of work has disability issues highlighted and integrated.
- SEN Teaching Assistant and SENCO work closely with the class teacher to ensure that individual requirements are met.

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:

- Provision of ramp access to the school
- Highlighting of nosings on steps to the main entrance with paint.

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 children with disabilities make good progress at our school.

Information on disabled parents, carers and others using the school.

School will gather information on other disabled people using their services, such as disabled parents and carers of children so that they will be in a better position to prioritise the accessibility plan.

- ask about any disability or health condition in early communications with new parents and carers;
- for parents and carers of children already at the school, we will collect information on disability as part of a survey of parents.

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 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 your school's scheme and deciding your 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 disabled pupils, staff and parents who have been involved in the development of the scheme.

Priorities identified are about:

- improving information;
- Improving the involvement of disabled pupils, staff and parents.

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.

These are:

- Provision of ramp access to the school
- Highlighting of nosings on steps to the main entrance with paint.

The needs of disabled staff and parents will be reviewed and met as and when needed.

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 PHSE scheme of work having disability issues highlighted and integrated into planning.
- 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 invited to be 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.

- additional coaching or training for disabled pupils, staff or parents;
- special facilities for disabled pupils at breaks and lunchtimes;
- a policy of interviewing all disabled applicants who meet the minimum requirements for a job.

3: Making it happen

3.1: Implementation

In order to ensure that the scheme is effectively implemented we will ensure that:

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 is available from our school office to anyone wishing to view it.

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 in a separate document.

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.