

**St Nicholas C of E (V)  
First School**

**Disability Equality Scheme**

**2014 - 2017**

**REVIEWED: October 2014**

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## Introduction

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***At St Nicholas C of E First School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.***

St Nicholas CE (VC) First School is committed to ensuring equal treatment to all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We also firmly believe that **‘Every Child Matters’**.

The school will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents. Duties under part 5a of the Disability Discrimination Act (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**
- **Prepare and publish a disability equality scheme to show how they will meet these duties.**

The DDA also requires the governing body to plan to increase access to education for disabled pupils in three ways.

- **Increase the extent to which disabled pupils can participate in the curriculum.**
- **Improve the environment of the school.**
- **Improve the delivery of information.**

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

# **The Disability Equality Duty (DED)**

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## **Definition of disability**

The Disability Discrimination Act 2005 (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 DDA 2005 has also 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.

APPENDIX A “Is Tom Disabled?” tries to explain disability.

## **The Duty**

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs to ensure inclusion and equality of treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

## **Send and Dyslexia Friendly Schools’ Policy Statement**

At St. Nicholas First School, all pupils are valued equally. Teachers plan lessons which enable all pupils to participate, achieve and excel, whatever their level of ability. Lessons provide opportunities for pupils to recognise and develop their own learning style, (auditory, visual or kinaesthetic), through varied and flexible provision across a broad and balanced curriculum.

In order to meet the needs of all our pupils, we hold the Schools’ Dyslexia Friendly, Level 1 Award and are actively working towards Dyslexia Friendly Schools’ Full Status.

As a school, we believe that a Dyslexia Friendly environment and teaching styles will benefit the learning of all pupils and not just those with dyslexic tendencies. Strategies that are good for the dyslexic learner are good for everyone.



## Our Check list.

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1. ✓ | Information is collected on disability with regards to both pupils and staff. This information is used to improve the provision of services.

2. ✓ | Pupil achievement is monitored by disability. Trends or patterns in the data are analysed and acted upon accordingly.

3. ✓ | Disabled pupils are encouraged to participate in all aspects of school life.

4. ✓ | Bullying and harassment of disabled pupils and staff is monitored.

5. ✓ | Disability is portrayed positively in school books, displays and discussions such as circle time and class assemblies.

6. ✓ | The school environment is as accessible as possible to pupils, staff and visitors to the school. We try to make all events held here accessible to all who wish to attend.

*Further improvements are on-going. See Action Plan*

7. ✓ | We seek to make information available to parents, visitors, pupils and staff in formats which are accessible if required.

8. ✓ | Procedures for the election of parent governors are open to all candidates and voters, including those who are who are disabled.

9. ✓ | *The school will aim to regularly take part in annual events to raise awareness of disability. See Action Plan*

# **The Disability Equality Duty (DED)** **At St Nicholas C of E First School**

## **Involvement and consultation**

In order to ensure that action is taken to meet the Disability Equality Duty, St Nicholas C of E First School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with those who use the school.

St Nicholas C of E First School has consulted with all pupils, staff and service users in the development of our Disability Equality Scheme by meetings and requests for input and information.

Consultation has taken place with pupils, staff and parents to determine their priorities for the school with regards to disability equality over the next three years via:

- Working party comprising of Staff, parents, governors and children
- Questionnaires sent to Staff, parents, governors.,
- Feedback slips discussed by working party
- School Council
- Included on New Intake forms and discussed at New Intake meeting.

These groups included people with disabilities.

The following working group is responsible for overseeing the continuous monitoring and review of this policy:

Keith Dean	School Governor
Jodie Parker	Headteacher
Tracey Evans	Special Needs Co-ordinator

## **Working with the Local Authority**

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The school is regulated by the LA for employment and admissions issues

## What we do

**1.** ✓

### **Information is collected on disability with regards to both pupils and staff. This information is used to improve the provision of services.**

- Parents, carers and all school staff, are encouraged to tell school of any disabilities they may have which impede them accessing school events, premises, etc. These are treated in strict confidence.
- Staff and school users are encouraged to take part in reviews of the school's accessibility plan. Pupil and parent questionnaires are sent out at least annually, with questions relating to this, and answers analysed in order to improve facilities. **Questions relating specifically to disability equality and access will be included in the school's general parental questionnaire (issued annually).**

**2** ✓

### **Pupil achievement is monitored by disability. Trends or patterns in the data are analysed and acted upon accordingly.**

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities.

At St Nicholas C of E First School we regularly monitor all children.

- Data relating to lack of pupil progress is analysed to consider any relationship with disability or absence.
- Our SEN register contains the names of children in school who require curriculum support. We also have a list of children with medical conditions. This information is confidential and available to staff who need to know.
- The talents of disabled pupils are represented accordingly through the Gifted and Talented Registers. These children are included on our SEN Register.
- We aim to Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops, Parent Partnership and an active SENco..

3 ✓

**Disabled pupils are encouraged to participate in all aspects of school life.**

- We ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council, in every aspect of school life.

4 ✓

**Bullying and harassment of disabled pupils and staff is monitored.**

- We do not tolerate discrimination that is unlawful under the DDA, nor any harassment of disabled people that is related to their disability.
- Incidents of harassment and bullying of disabled pupils is monitored as are all incidents for all pupils. Pupils are encouraged to report incidents and action is taken against offenders.
  - *See Bullying Policy*
  - If a number of incidents have been prevalent within a particular year group, circle time, story time or assembly is used to investigate and address the issue with all pupils.
  - *See SEAL project resources used in school for PSHE*

5 ✓

**Disability is portrayed positively in school books, displays and discussions such as circle time and class assemblies.**

- We promote equality of opportunity and positive attitudes towards disabled people.
  - Positive images and literature are to be seen around the school.
  - . Disability is represented in posters, collages, displays and learning materials.
  - We celebrate and highlight key events such as the Paralympics.
  - Staff seek the expertise of teachers from schools with specialist units. They may also raise awareness about disability by talking to pupils at our school.

**6** ✓

**The school environment is as accessible as possible to pupils, staff and visitors to the school. We try to make all events held here accessible to all who wish to attend.**

- This is on-going. Changes to the school buildings are a major part of the School Development Plan and are reviewed every year.
- We aim to hold events for parents and carers such as open evenings, meetings with teachers, in accessible parts of the building.
- School staff are aware when hiring transport that the act puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

**7** ✓

**We seek to make information available to parents, visitors, pupils and staff in formats which are accessible if required.**

- When providing newsletters and information for parents and carers, we offer to make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.
- We will investigate readability facilities and voice activated information.

**8** ✓

**Procedures for the election of parent governors are open to all candidates and voters, including those who are disabled.**

The election of governors is now covered by the DDA 2005. Governors are elected regardless of any disability.

- The school ensures that nominations and voting procedures are accessible to disabled people.



9 ✓

**The school will aim to regularly take part in annual events to raise awareness of disability.**

- We regularly support Comic Relief with activities and fund raising in school.
- Our harvest festival supports the Wolverhampton Food Bank.

**The Scheme: The Specific Duty**

<b>General Duty Main Actions</b>	<b>Action</b>
Promote equality of opportunity	<ul style="list-style-type: none"> <li>• Reference school accessibility plan.</li> <li>• As an equal opportunities employer we would ensure that reasonable steps were taken to enable a member of staff with a disability was able to participate fully in school life.</li> <li>• Actively seek views of pupils, staff and users of the school.</li> <li>• Reference SEN policy. Utilise children’s support services e.g. SEN Area Team /SIP Workers.</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>• Provide an inclusive curriculum that is underpinned by a detailed awareness of the differing needs of individual learners. All learners will be supported in accessing all aspects of the curriculum. Support will be provided in-school, where appropriate, or sourced from external providers and agencies. (in consultation with and agreement of parents).</li> <li>• Ref. Dyslexia Friendly School status. (Currently Level 1)</li> </ul>
Eliminating Discrimination	<ul style="list-style-type: none"> <li>• Ensure staff training includes consideration/implications towards any disability.</li> <li>• Ensure health and safety considerations are met and relevant training provided e.g. manual handling. Reference Fire Risk Assessment.</li> <li>• Ensure policy review considers the impact of disabilities</li> <li>• Lesson planning considers full</li> </ul>

	involvement of pupils with disabilities
Eliminating Harassment	<ul style="list-style-type: none"> <li>• Reference anti-bullying policy (reviewed annually)</li> <li>• Reference SEAL PHSE programme of work</li> </ul>
Promoting positive attitudes	<ul style="list-style-type: none"> <li>• Staff actively encouraging understanding by pupils of the impact of disabilities on accessing the curriculum.</li> <li>• Ensuring that there are positive images in school books and other materials</li> </ul>
Encouraging participation in Public Life	<ul style="list-style-type: none"> <li>• Ensure opportunities are taken to provide positive role models of disabled people where possible</li> </ul>
Taking steps to meet disabled peoples' needs, even if this requires more favourable treatment.	<ul style="list-style-type: none"> <li>• Visitors to the school – practical steps are taken to ensure visitors' needs are met .eg. disabled toilet facility, disabled access parking in close proximity to the school, preferential seating when required, assigning a person to support where necessary.</li> <li>• Pupils – Ensuring that their needs and wishes were taken into account when making decisions regarding participation in school life, being sensitive to pupils' feelings with regard to participation in some events such as sports day.</li> <li>• Staff – training where necessary</li> <li>• Refer to first-aid/medicine policy.</li> </ul>

## **Monitoring and reporting**

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It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored by the SENco and the SEN governor in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the Head and the governors will be informed and the action plan will need to be revised.

**An annual report** will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

All stake holders will be consulted including the children, the staff, governors and parents.

The whole scheme will be monitored each year and revised after 3 years ie, in 2017.

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