Singleton CE Primary School

"Passion for Learning and Passion for Life"

Disability Equality Scheme Access Plan

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School Vision

"To ensure Singleton School, inspired by Christian values, is at the heart of our community, with an outstanding reputation for maturing growth and excellence within our children."

Mission Statement

To be a Christ centred community, where the uniqueness of each individual is recognised and celebrated. We ensure pupils and staff feel loved and valued and that their full potential is realised within a secure, stimulating and happy environment.

Our Core Christian Values

Wisdom
Love
Caring
Endurance
Friendship
Trust

These core values are threaded into all aspects of our school life. Using these as a basis, the following constitute the aims of the school.

School Aims

- As a Christian school there is a family environment in our school with high expectations of behaviour within a framework of love, reconciliation and forgiveness. We recognise that all children are at different stages in their faith journey, as such requiring support appropriate to their individual needs.
- Within our school, a shared and understood code of conduct ensures a consistent message of respect and self-control for adults and children. We encourage good behaviour by showing courtesy, good manners, consideration for the needs of others and respect for the ethos of the school.
- We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with adults help children to behave well. Recognising that parents are also prime educators, we encourage a close partnership between home and school.
- Our school is a place where learning and personal development take place in a climate of trust and confidence, such that children feel secure. We encourage a love of learning, an ability to question and think rationally, to show initiative and apply themselves to all tasks conscientiously. They are encouraged to talk and are listened to.
- We deliver a broad and balanced curriculum and, with opportunities for PSHE, equip children with knowledge, skills and vocabulary that they need to develop self-control and respect for others. In doing this, we promote a respect and understanding for the cultural and religious principles of others, particularly those within our own community.
- All staff and volunteers working in school acknowledge their responsibility to act as role models of acceptable behaviour.
- A climate of trust, openness and communication exists between home, school and the wider community. To enable this we work in partnership with the local community and industry to deepen our understanding of the wider world.
- We enable each child to progress towards the realisation of his/her full potential, regardless of age, cultural background, disability, gender, race or religious beliefs. Our performance is continually monitored to raise standards even higher.

- We apply sanctions that are appropriate and consistent, with a clear progression of severity.
- We monitor inappropriate behaviour, as this may indicate emotional and behavioural special needs where a child requires special support to be included in school life. Our Learning Mentor plays a significant role within this area.

Note:
This policy has been compiled using all known legislation and statutory guidelines from the DfE and the Local Authority.

Any person using this document should always refer to and confirm the latest legislation, guidelines and information, as provided by the law, DfE and Local Government to all the points held herein.

Disability Equality Scheme Accessibility Plan 2015 -2018

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Information is collected on disability with regards to both children and adults. Data will be collected and analysed in September each year.
The information gathered will be used to improve the provision of our services and to ensure equality of opportunity.

Achievement will be monitored by ensuring that the attainment and progress of each child with a disability is monitored against the average progress and attainment of children in our school. If our assessment suggests that disability is affecting children's progress, targets will be set and individual learning plans will be developed. The career development, performance and well-being of disabled members of staff will be reviewed during each year. If disability is adversely affecting staff, reasonable steps will be taken to address the affects and support the member of staff.

Participation of disabled children and adults in the life of our school is important. This will be demonstrated as follows:
• The governing body will encourage and facilitate the inclusion of disabled adults in its main body and committees.
• School events (open days, educational visits) will be fully inclusive. Attendance of disabled children and adults will be monitored.

Bullying and harassment of disabled children and adults is monitored by:
- Asking all staff in well-being interviews if they feel they are being bullied or harassed in any way
- Asking adults accessing our services if they feel that they, or their children have been bullied or harassed in any way.
- Reporting the findings to the governing body and incorporating action into the centre improvement plan
- Health Safety and wellbeing is an agenda item at each staff meeting and is also an agenda item at the Governors SHE meeting.

Disability is portrayed positively in children's books, displays and discussions such as circle time and in adult learning activities.

The environment is as accessible as possible to children and adults.
Open days and other events which parents or carers attend held in an accessible part of School. The school's accessibility plan shows how improvements will be made to the environment.

Information will be made available to adults in formats which are accessible if required. The school encourages feedback from on how to improve its information systems each year in the parental questionnaires.

Elections for parent governors are open to candidates and voters who are disabled.

The Disability Equality Duty (DED)

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.

The Duty (6 aspects of duty – see action plan)

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

1. Promoting equality of opportunity between disabled people and other people;
2. Eliminating discrimination that is unlawful under the DDA;
3. Eliminating harassment of disabled people that is related to their disability;
4. Promoting positive attitudes towards disabled people;
5. Encouraging participation in public life by disabled people;
6. Taking steps to meet disabled people's needs, even if this requires more favourable 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 and early years settings.

The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of the life of Singleton CE Primary School are monitored to identify whether there is an adverse impact on children and adults with disabilities. The following will be monitored:

- Achievement of children by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

- Access of disabled adults to school and their satisfaction with the services provided

Additional implications for School

The school has additional responsibilities as a service provider to make the buildings accessible for staff and users of extended services (Pre-School & After-School Club) and to partners using the facilities, such as the Church & Rural Wyre Children's Centre.

Contact with parents

When providing newsletters and information for parents and carers, schools and early years settings should make this information available in an accessible format so that parents or carers, who may be, for example, visually impaired, can access the information. One example of current practice is that newsletters are emailed to all who request this, enabling enlargement for people with VI.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

Staff organising visits and journeys will need to be aware of Section 6 of the Act when hiring transport as it 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 children or adults.

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Singleton CE Primary School has consulted with disabled children and adults in the development of our Disability Equality.
Scheme by:

- The annual collection of data on disability and accessibility
- Including children in discussions about their individual and personal learning plans
- Consultation with the school nurse
- Consultations with parents when putting in place medical care plans

The school will also involve disabled pupils, staff and those using the school services on accessibility arrangements when planning building works or grounds improvements.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, we will draw up an action plan which outlines how the requirements of the DDA 2005 will be met. This action plan will be shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

- Promoting equality of opportunity between disabled people and other people by
    - Increasing awareness of the ways in which parents of disabled children can help to support their learning, through regular reviews of individual learning and personal learning plans
    - Monitoring progress of children with disabilities and comparing progress to the expectations for all children of their age.

- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability by
    - Monitoring incidents of harassment and bullying of disabled children, parents/carers and staff. Encouraging people to report and ensuring that the governing body is involved in taking appropriate action.
    - Developing children's circle time and story time to investigate and address issues relating to disability and bullying with all pupils.
    - An effective family learning mentor that supports the child and the family if any barriers to learning arise.

- Promoting positive attitudes towards disabled people by:
    - Ensuring that the SENCO / Family learning Mentor co-ordinates the promotion of positive attitudes to disability through representation in posters, collages, and displays and learning materials.
    - The curriculum is constantly evaluated to meet the ever changing needs of our children. A significant focus has also been placed on the development of Fantastic Friday which focuses on key skills and

attributes (empathy / social skills/ motivation etc) and heavily linked to PHSE and our Christian Values

- Celebrating and highlighting key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
- Ensuring that disabled children and adults are represented and encouraged to participate in school events, newsletters and our website.

Action Plan
2015 -2018

This action plan outline shows what will be achieved in 2015 – 2018 with regards to meeting the disability Equality Duty. Actions will be evaluated by the Health and Safety Governors as part of the monthly 'SHE' meeting process

Aspect of the duty	Issue being addressed	Action to be taken	How the impact of the action will be monitored	How often the monitoring will take place	Who will be responsible for implementing the action	Start date	Completion date
2015-18							
1,2	Safety for all children around school	Ongoing review and development of the ROLE of Pupil Health and Safety Officers to be elected annually – that will work with the governing body once a term supporting the full audit – but who will also attend part of the SHE meeting where appropriate to feedback on their monitoring. School council – to ensure corridors are kept clear	SHE meeting monthly Buildings sub committee School council	SHE meeting monthly minutes Termly Health and Safety checks Feedback to the Governors	Buildings / safety committee	Ongoing review and development of the role	ongoing
1,2,3,4,5,6,	Care plan for child with severe	○ Meeting with parents and school nurse ○ Establishment of needs	HT SHE meeting	SHE meeting monthly minutes	Buildings / safety committee	Reviewed annually in September	Ongoing to be reviewed annually

	anaphylaxis And medical needs of a child with Downs	○ Writing of the care plan and establishment of protocols and procedures ○ Epipen training – all staff ○ Discussions with Chair of Gov's and Vice Chair ○ Briefing at July 2012 initially as to the child's needs - full governors – update annually ○ Write to all parents –annually explaining needs ○ Look at general risk within school – e.g. snack time as a governing body – decide how we will address this ○ Involve the children – educate them – through PHSE	monthly Buildings sub committee SENCO Weekly staff meetings Ongoing safety and wellbeing of the child	Termly Health and Safety checks Feedback to the Governors			
1,2,4,5,6	Accessibility	Any building works to take into account accessibility	Improved accessibility	Yearly	HT	Ongoing	Ongoing
1,2,3,4,5,6	Monitoring and reporting	Review of disability equality scheme and pupil progress – report to governors and parents	Progress data summarised	Report annually, monitoring data termly	HT / SENCO	Ongoing	Ongoing
1,2,3,4,5,6	IEP for a child with Downs Syndrome – mobility	○ Annual reviews - Establishment of needs ○ Writing of the individual education plan and establishment of protocols	Progress data summarised HT	Daily APP Termly IEP Termly data	HT SENCO Buildings sub committee	Ongoing	Ongoing

	issues	and procedures ○ Appointment of a TA to provide 1:1 support ○ Continual review of the ever changing needs of the child ○ Monitoring and tracking of progress ○ Mobility – evaluate the needs of the child and see what we need to do to accommodate her	SHE meeting monthly Buildings sub committee SENCO Weekly staff meetings Ongoing safety and wellbeing of the child	Monthly - SHE meeting – checking the needs of the child in terms of H&S			

Monitoring and Reporting

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

The actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will be revised.

Annual feedback will be given by the Buildings and safety committee to the full governors on the Disability Equality Scheme assessing the implementation of the action plan for effectiveness. This report will feed into future practice.

Additional Notes

See also PHSE development plan / Fantastic Friday planning and evaluations and Family Learning mentor records – for all the additional information as to how as a school we are embracing the promotion of equality within our school.

School Council
The school council met on the 19/10/12 and discussed the Disability Equality Scheme.
Their general discussion centred around the fact that they all felt very strongly that it was important to make everyone feel included within our school
They also felt that it was important for everyone to be as independent as possible and no one should be made fun of.
The school council felt they had to lead the way with this and they wanted to be there to help if needed.

The school council then discussed the specific needs of some our children and staff.

They felt that in order to ensure that they can be independent and included in our school they needed to do the following

1. Ensure all the corridors are clear and passable in a wheelchair and free from any trip hazards
2. Open the doors for all adult
3. Keep the exits and entrances free
4. Be there to help if they ask for help