

MILFORD PRIMARY SCHOOL

DISABILITY EQUALITY SCHEME



Vision Statement

'Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.

<u>Date</u>	<u>Changes made</u>
Sept 2011	P11 Date, signature section added
	P15 2011 update added

3-year period covered by the scheme: 2009-2012

Reviewed September 2011

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: 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.

Accessibility Plan Vision / Values – these may already be well established in the school documentation.

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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. .

1.3: Information gathering

Milford Primary School defines Disability in line with the current definitions in the Disability Discriminations Act (DDA). This means that in this school we define Disability as:

‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her 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.

In our school the following adjustments are made to support school users who have a disability:

a)Activities are adapted to ensure a level of participation for all.

b)Additional support given where possible.

Information Gathering Process for all schools users.

We will gather information from a number of sources.

- We will survey all current pupils, parents, carers and users of the school to gain their views on current provision and future aspirations.
- We will contact local disabled peoples groups and asked for their views in helping specific individuals.
- We will discuss the issues with all feeder schools/ nursery providers in the area.
- We will jointly discuss access with other local schools and produce 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 will be 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, 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 three years time.

- We will also gather information about recruitment, development and retention of disabled employees.

We will reflect on the respective responsibilities of the school and the local authority and we ensure that we are able to collect information on new staff through the recruitment process by referring to the application form section related to applicants disabilities. Applicants will be asked if they feel any reasonable adjustments need to be made for them at interview.

We will discuss the need to have information on disability with current staff and will collect this information by circulating questionnaires.

Milford Primary school recognises the following benefits of a diverse workforce in our community.

a)Promote inclusion throughout society.

b)Develops the strengths of an individual.

c)Raises the importance of valuing individuals and the role they play.

Educational opportunities available to and the achievements of disabled pupils.

Information about disabled pupils which is already available to the school comes from Special Educational Needs information, parents, National Health Service

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

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

Presence:

Our current disabled population is:

<i>Disability</i>	<i>%</i>
<i>Mobility</i>	
<i>Manual dexterity</i>	
<i>Physical co-ordination</i>	5
<i>Continence</i>	
<i>Ability to lift, carry or otherwise move everyday objects</i>	
<i>Memory or ability to concentrate, learn or understand</i>	2
<i>Perception of risk of physical danger</i>	

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 although we have a small proportion of disabled pupils in school, we have to ensure that we cater for the needs of those who need help concentrating. Physical co-ordination is supported through brain gym work on a regular basis.

Participation:

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.

Priority 1 – Ensure children are able to access as many activities as possible by using a variety of teaching styles.

Priority 2 – Ensure lessons are taught at an effective pace to ensure children are able to concentrate.

Priority 3 – Provide children with ‘Brain Breaks’ to encourage concentration.

Priority 4 – Resources in school allow all children to participate, including those with manual dexterity problems.

We will analyse 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*.

We will analyse this to look for clear signs that children have progressed.

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

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 of 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:

Priority 5 – To raise awareness of people with disabilities in school amongst the staff.

Priority 6 – To develop better understanding of individuals disabilities throughout school and at home.

We have also added further priorities to add in respect of promoting equality of opportunity for:

disabled staff by giving current disabled staff opportunity to air their views and future staff the opportunity to discuss their needs at interview.

disabled parents, carers and others who use the school by giving them the opportunity to suggest ways school could meet their needs and where necessary including this in our accessibility plan.

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 ensuring representation of disabled people in senior positions in the school;
- through positive images in school books and other materials.

Encouraging participation in public life

Disabled pupils, staff and parents will be encouraged to participate in school life:

- *they will see their disabled peers included and succeeding in the life of the school;*
- *disabled pupils, staff and parents will 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.

3: Making it happen

3.1: Implementation

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

- the scheme is supported by a detailed action plan; and
- the action plan is incorporated into a framework that has the oversight of the governing body, and that progress is checked.

The action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

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 published as a separate document.

And is available from www.milfordprimaryschool.org.uk

This scheme was published on 14th October 2009 and will be in operation until 1st October 2012

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.

This review

Approved by (Chair of Governors)

Date

This ACTION PLAN picks up the Priorities Highlighted in Sections 1 and two of the DES and the Accessibility plan.

DES SECT	TARGET	ACTION	LEAD RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
Priority 1	Ensure children are able to access as many activities as possible by using a variety of teaching styles.	Analyse planning to ensure that visual, auditory and kinaesthetic learners are all catered for.	Class Teachers	Planning shows a spread of VAK activities throughout the week.	Planning analysis
Priority 2	Ensure lessons are taught at an effective pace to ensure children are able to concentrate.	Staff meeting to revisit importance of pace in lessons	Head	Observations show lessons are well paced and children concentrating.	Observation
Priority 3	Provide children with 'Brain Breaks' to encourage concentration.	Training on use of 'Brain Breaks'	Head	Informal lesson observations show an increase in the use of 'Brain Breaks'	Informal observations

DES SECT	TARGET	ACTION	LEAD RESP.	PERFORMANCE INDICATORS/MILESTONES	QUALITY ASSURANCE PROCESSES
Priority 4	Resources in school allow all children to participate, including those with manual dexterity problems.	Audit resources in school to ensure suitability for those with poor manual dexterity.	Head	Staff report all pupils are able to participate in activities and are not hindered by inappropriate resources.	Staff interviews
Priority 5	To raise awareness of people with disabilities within school amongst the staff.	Communicate needs of individuals through meetings and/or IEPs, where appropriate.	Head	Questionnaires report an increase in effective communication with staff. Children with disabilities are treated more effectively.	Pupil/ Staff questionnaires/ interviews.
Priority 6	To develop better understanding of individuals disabilities throughout school and at home.	Ensure disabilities are discussed as part of PSHCE sessions.	PSHCE leader / Class Teachers	Increased tolerance / understanding of people's disabilities.	Observation

Disability Equality Scheme - Action Plan Update
17.11.2010

P8 Priority 1 changed to 5, priority 2 changed to 6

P12 Old priority 1 (now 5) - staff questionnaires done. SF to find report of findings by MP.

Old priority 3 (now 1) - SF to analyse sample of planning for VAK

Old priority 4 (now 2) - staff meeting to discuss pace in Spring term. Lesson observations will also look at pace.

Old priority 5 (now 3) - staff meeting to discuss Brain Breaks in Spring term. Lesson observations will also look at Brain Breaks.

Old priority 6 (now 4) - audit carried out, good supply of different types of scissors, but do need greater variety of pencil grips.

Disability Equality Scheme - Action Plan Update
15.09.2011

Priority 1 - SF to discuss planning for VAK at staff meeting 22.09.11

Priority 2 - discussed pace at staff meeting prior to Ofsted in Spring term. Lesson observations will also continue to look at pace.

Priority 3 - Brain Breaks discussed at staff meeting. Lesson observations will also continue to look at Brain Breaks.

Priority 6 - a variety of pencil grips purchased.