

# KINGS' FOREST PRIMARY SCHOOL

## Disability Equality Scheme

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**Our school is committed to ensuring equal treatment of all its children, employees, Governors parents/carers and any other people using services provided by Kings' Forest Primary School with any form of disability.**

- We will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.
- We aim to develop a culture of inclusion and diversity in which disabled people are able to participate fully in school life.
- The achievement of disabled children will be monitored and this data will be used to raise standards and ensure inclusive teaching.
- Reasonable adjustments will be made to make sure that the school environment is as accessible as possible.
- At Kings' Forest Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.

### **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.

### **GENERAL DUTIES**

**At Kings' Forest Primary School we will actively seek to:**

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled children so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.
- Increase the extent to which disabled pupils can participate in the School curriculum.
- Improve the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improve the delivery of to disabled pupils of information which is provided in writing for pupils who are not disabled.

This is also known as the Disability Equality Duty (DED) and applies to all disabled children, staff and those using services provided by Kings' Forest Primary School.

In addition to the above general duty to promote Disability Equality, Kings' Forest Primary School has specific duties placed on it which is to:

- Produce a Disability Equality Scheme every three years
- Report on progress annually

### **SPECIFIC DUTY**

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty of producing a Disability Equality Scheme for Kings' Forest Primary School. The specific actions currently being taken include:

<p>Involvement of disabled people in developing the scheme</p>	<p><b>Kings' Forest Primary School has consulted with disabled children, staff and service users in the development of the Disability Equality Scheme by:</b></p> <ul style="list-style-type: none"> <li>• IEP and Annual Reviews with SEN children/parents</li> <li>• Analysis of available school disability data</li> <li>• Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of disabled children</li> <li>• Meetings with parents at consultation evenings</li> <li>• Meeting with the parent of a child who was previously at our school</li> </ul>
<p>Developing a voice for disabled children, staff and parents/carers</p>	<p><b>Kings' Forest Primary School is developing opportunities for disabled children, staff and parents/carers by:</b></p> <ul style="list-style-type: none"> <li>• Liaising with pre-schools and nurseries</li> <li>• Including children and parents/carers in review meetings</li> <li>• Including children and parents/carers in school questionnaires</li> <li>• Class teachers discussing issues regularly with children in school</li> <li>• Use of the School Council</li> <li>• Having a fixed agenda item at Curriculum and Community Governors meetings which reports to every Full Governing Body meeting to discuss issues</li> <li>• Meetings with external disability organisations</li> <li>• Regular discussions with parents/carers of disabled children</li> <li>• Encouraging children to talk about their disability</li> </ul>
<p>Encouraging participation in public life by disabled people</p>	<p><b>Kings' Forest Primary School ensures that disabled children are represented and encouraged to participate in:</b></p> <ul style="list-style-type: none"> <li>• Collective Worship</li> <li>• Performances</li> <li>• Sports activities</li> <li>• School council</li> <li>• Extra-curricular clubs</li> </ul> <p>Disabled children are included fully in everyday school life.</p>
<p>Eliminating harassment and bullying</p>	<p>Kings' Forest Primary School has a clear policy on anti-bullying (Dealing with conflict) which includes bullying of disabled people. This policy was last reviewed in September 2009 and is due for review in September 2011.</p>
<p>Promoting positive attitudes towards disabled people</p>	<p><b>Kings' Forest Primary School promotes positive attitudes towards disabled people by:</b></p> <ul style="list-style-type: none"> <li>• Ensuring displays and resources reflect diversity</li> </ul>

	<ul style="list-style-type: none"> <li>• The curriculum positively promoting difference</li> <li>• Teachers taking into account IEPs when planning lessons</li> <li>• Use of outside agencies to support staff training</li> <li>• Using newsletters and web pages to promote positive attitudes.</li> <li>• Having positive policies for the recruitment and retention of staff who are or may become disabled</li> <li>• Ensuring that disabled pupils are treated no less favourably than other pupils in the application of Exclusions.</li> </ul>
Removing barriers	<p><b>Kings' Forest Primary School removes barriers by:</b></p> <ul style="list-style-type: none"> <li>• Ensuring all school trips are available to all children</li> <li>• Not excluding disabled children from school trips unless medical advice stipulates that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments and hazard checks are carried out for chosen trip locations to ensure that routes are accessible. Alternative activities are used if required.</li> <li>• Long term medication will be administered on educational visits with mutual agreement between the child's parent/carer and appropriately trained staff in line with the child's health care plan</li> <li>• Ensuring that all areas of the curriculum can be delivered from all learning areas</li> <li>• Having appropriate seating available to provide necessary back support where required</li> <li>• Installing Interactive Whiteboards at a height to allow use by wheelchair users</li> <li>• Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children.</li> <li>• Ensuring disabled children have access to extra curricula activities</li> <li>• Consider accessibility of toilets in any future developments</li> <li>• Braille signs for visually impaired children will be installed.</li> <li>• Using tarmac to remove trip hazards and erecting ramps to make all areas of the school accessible</li> <li>• Having an up to date Accessibility Plan</li> <li>• Teachers adapting, where possible, resources and techniques to suit a wide range of learners.</li> <li>• All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN children as requested to meet individual needs.</li> <li>• Following SATs guidelines to ensure that disabled children have the same opportunities as their peers.</li> <li>• Having strong links with external partners e.g. Occupational Therapists, Speech and Language Therapists, Advisers, Behaviour Support Service, Social Service, Health Service</li> <li>• Using external advisers to support IEP/PSP meetings.</li> <li>• Using external advisers to assist with planning of PSHE programme where appropriate</li> <li>• Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school.</li> <li>• Relevant on-going staff training</li> <li>• Reviewing the content of any job advertisements.</li> </ul>

Impact Assessment	<p><b>Kings' Forest Primary School undertakes Disability Equality Impact Assessments through:</b></p> <ul style="list-style-type: none"> <li>• The school will use existing procedures for reviewing the impact of provision for disabled children e.g. IEP/Annual Reviews, Year Reviews</li> <li>• Parent surveys</li> <li>• External validation</li> <li>• Teacher tracking should reflect that children are making appropriate progress taking in to account the nature of their disability</li> <li>• Comments in visitors boxes</li> </ul>
The Governing Body	<ul style="list-style-type: none"> <li>• Governors meetings are held in locations that are accessible to disabled people</li> <li>• Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website and the governor's notice board.</li> <li>• Parents/carers are invited to information meetings with Governors.</li> <li>• The Governors consult with parents/carers through the Every Child Matters agenda</li> <li>• When it is consulted by the Local authority about the admission of a pupil with a Statement of SEN will not respond in a discriminatory manner.</li> </ul>
What disability data is currently collected	<p><b>Kings' Forest Primary School currently collects the following disability data (qualitative and quantitative)</b></p> <p>Children</p> <ul style="list-style-type: none"> <li>• Disabled children who are made known to us</li> <li>• The total number of disabled children</li> <li>• SEN IEP/Annual Reviews</li> <li>• SEN Register</li> <li>• Outcomes of lesson observations in place to ensure that there is a consistent process for monitoring all teaching</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>• The total number of disabled staff</li> <li>• Number of applications per job vacancy of disabled staff</li> </ul>
Reviewing and monitoring	<p>The above data is reported to a number of bodies such as:</p> <ul style="list-style-type: none"> <li>• Local Authority</li> <li>• Governing Body</li> <li>• Leadership Management Team</li> </ul>

The next scheduled review will be – **November 2010**

Signed\_\_\_\_\_ (Governor responsible for Disability and Equal opportunity)

Headteacher\_\_\_\_\_

Date reviewed: **30<sup>th</sup> September 2009**