

STOW ON THE WOLD PRIMARY SCHOOL

Disability Equality Policy 2017

Vision Statement

Stow-on-the-Wold Primary School will be at the heart of the community; a place where everyone is keen to achieve and share in success, making best use of all resources and celebrating diversity. Everyone will have a clear understanding of their contribution to the School in its central role of raising standards; educational, physical, moral and social.

The school is committed to ensuring equal treatment of 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. Furthermore our school will actively promote positive attitudes towards disability and will aim to secure the best possible provision for members of our community in order that they are able to access the school site to the full.

This school will not tolerate harassment of people with any form of physical or mental impairment and will be considerate of pupils who are carers of disabled parents.

1.1 What do we understand by the term 'disability'?

***'Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out ordinary day-to-day activities.'* DDA 1995 Part 1 para 1.1**

The Disability Equality in Education recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the act and for equality. This is in addition to those with long-term impairments, which have a significant impact on their day-to-day activities and those who exhibit behavioural difficulties arising from mental or physical impairments or mental illness.

1.2 Schools Strategic Priorities

Our inclusion statement is:

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Stow Primary School to be an ideal learning environment for nurturing and developing the whole child. In short, every child matters.

Our vision (see above) means we have a relentless drive to raise standards by giving every child the best opportunity to achieve their highest potential regardless of disability.

The production of this Disability Equality Scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty

1.3 Strengths and Weaknesses

- ✓ We have already had and do have pupils with a variety of disabilities in school and have experience of including them and of modifying the curriculum to enable access.
- ✓ We have had experience of securing the best levels of support to enable children to join in with school life to the full.
- ✓ We have purchased some resources to support children with disabilities and on occasion we have borrowed resources to help individual children e.g. sloping writing desks
- ✓ We have a purpose built site that is level and easy to access and we have used capital formula monies and successfully applied to the Local Authority for additional funds to enhance the site in terms of access for people with disabilities e.g. the path to the nursery
 - We need to consider disabilities for which we have not yet catered.
 - We need to prioritise our action plan on the basis of need in order to be financially and practically realistic.

2. The General Duty

We will 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 by ensuring that our policies reflect this scheme when they are reviewed e.g. anti bullying policy
- Promote positive attitudes towards disabled persons-This means representing all people in a positive way, and ensuring that people with disabilities are represented positively in texts, in resources and books etc and by encouraging community links. It also means ensuring that disability is not ignored or pretending that it does not exist.
- Encourage participation by disabled people in public life but be sensitive to individual wishes if they do not wish to take part in an activity
- Take steps to take account of a person's disabilities even where that involves treating a disabled person more favourably than other persons. (DDA 2005 A49A)

3. How we will meet the General Duty and the Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

3.1

Involvement of Disabled People in developing the Scheme

All staff, governors and parents were invited to participate in the drafting of this scheme. We specifically invited a member of the local community who is a wheelchair user, to give us his input. Parents of children with long term medical needs have offered to read through the draft report and make comments. We will send copies of the draft report and a questionnaire to parents of children in the Code of Practice and discuss the provision with the children. These comments will further inform the action plan.

3.2

Developing a voice for disabled pupils, staff and parents/carers and members of the wider community using the school

Children on the Code of Practice are included in the SEN review process and their parents/carers are involved in three meetings per year. In addition class teachers meet with parents on two or three formal designated meetings per year. Parents and children are involved in target setting which can relate to children coping with particular difficulties. All staff has an awareness of children's particular needs and so are able to keep a watching brief on children throughout the day including talking to the children. We also have an established school council to act as the pupil voice.

We have considered in particular:

The educational opportunities and achievements of pupils

The recruitment, development and retention of disabled staff and governors

3.3

The Governing Body

Parents are well represented on the Governing Body both as parent governors and as governors representing other branches of the community who are also parents. The role of the Governing Body is outlined in the Governors handbook. The governors send out an annual questionnaire to gather parents' opinions on various aspects of the school, the results of which, and any remedial actions that may be put in place, are sent to the parents by the head teacher on behalf of the Governing Body. We have members of the Governing body who are parents of children with disabilities as defined under the act.

3.4

Removing Barriers

The school will ensure that physical, curriculum, and information barriers are removed through monitoring questionnaires and discussions with children, staff, parents and other members of the school community. The school will also ensure that refinements are made to the **DES Action Plan** and the **School Accessibility Plan** and the **Managing Medicines in School Policy** and the SEN Policy. Where we have members of the school community with disabilities related to sight we will ensure an alternative form of communication is available to them whether taped or Braille and where we have members of the community unable to read

or write we will read information to them and fill in forms with them. The DES and action plan will be published on our website and available in the school entrance hall.

3.5

Disability in the Curriculum

- Planning at Stow takes account of different learning styles and all staff communicate well together to modify any activities as necessary to enable all pupils to participate at their appropriate level.
- Staff are familiar with 'P' scales, target setting and assessments for pupils with disabilities. Where appropriate, pupils with disabilities have an IEP (Individual Education Plan) which will be drawn up in conjunction with parents and other involved agencies outlining specific targets against which progress can be measured. These IEPs are reviewed formally three times a year with the SENCO and with input from the child. (See SEN Policy)
- The school ethos is based on a set of Golden Rules that practically illustrate how to be positive towards each other in school. These messages are also reinforced by weekly PSHCE lessons, circle time activities and a reward system built upon the golden rules. These systems mean that we are continually developing positive attitudes in children. Posters, books and literature around school should portray people with disabilities in a positive manner. The school will include disability issues as part of their PHSCE programme e.g. promoting an understanding of the discrimination and negative attitudes that may commonly occur.

3.6

Trips, Visits and other activities

Risk assessments are made in advance of all trips, visits and particular activities to ensure that all members of the school party can participate. Extra support would be put in place to help those with a disability but keeping the risk as low as for other trip participants. If any activity should prove inaccessible or the risk too great, the school would do their utmost to ensure an alternative activity was provided. Children would be encouraged, but not forced to participate e.g. a child in Y6 with Noonan's syndrome was encouraged to take part in cycling proficiency soon after learning how to ride without stabilizers and a child with a crumbling hip was able to participate in a sponsored walk by carefully selecting a route suitable for a wheelchair.

3.7

Eliminating harassment and bullying

We have an anti-bullying statement and accompanying booklet which supports the school in dealing with any incidents of bullying. Minor, one off incidents will result in a child being spoken to by a member of staff regarding which school rule they have broken and a loss of golden time as a sanction with time given to think about how their behaviour is inappropriate and unkind. Repeat offences will result in the child's parents being called into school and appropriate sanctions being taken which could ultimately result in exclusion if reforms in behaviour are not made. If an adult is found to have harassed or bullied another person disciplinary procedures will be put into place in accordance with employment law

3.8

Reasonable Adjustments

- The school will negotiate with parents and outside agencies to ensure that adjustments can be made that will be of benefit to the well being of the child. These adjustments may take the form of access to physiotherapy or similar treatments during the school day or flexibility in the system to allow for children with differing needs to attend extra curricular clubs and to fully participate in lessons by visiting teachers or coaches as well as school trips and visits including residential visits.
- Where a member of staff has a disability that prevents them from engaging in a particular activity the school will negotiate with the member of staff alternative duties that are mutually acceptable. e.g. where a member of staff is unable to accompany very physical activities they could swap duties with a more physically able person or work with another child with different needs.
- Visitors to school may reasonably expect that special provision be made to accommodate their needs e.g. including a wheelchair in the audience at a public event.

3.9

School Facility Lettings

Any body using or hiring the school premises is subject to the school's Disability Equality Scheme and must ensure that disabled people are not treated less favourably than any other person as set out in the scheme. It will be the school's practice to make the staff car park available for use by people with disabilities as well as asking for a disabled parking space to be marked at the front entrance

3.10

Contractors and Procurement

a. Visitors and contractors working in the school are subject to the school's Disability Equality Scheme. Any contractors found to be harassing or bullying school personnel will be subject to the DDA law and if necessary will be reported to the appropriate authorities.

b. Catering and cleaning staff will be made aware of children whose disability difficulties may affect their behaviour or their needs. Catering staff will be made aware of those children whose disabilities may relate to food allergies and intolerances.

3.11 Parents and Carers

- It is expected that parents will co-operate with the school in helping the school meet their children's needs by supporting the school's efforts to fully integrate their children. An example of this support might be by giving adequate notice of appointments requiring time out of school.
- Parents are responsible for ensuring medication and other necessary items are regularly up-dated and replenished to ensure the staff has the necessary resources to keep their children fit, well and as safe as possible.

- All medication must be kept in the staff room fridge in a separate box e.g. antibiotics, (see Managing Medicines in school policy) or locked in the heads office (prescription medication such as Ritalin) or under the direct supervision of support staff and on the child where immediate access is required (inhalers, epipens)
- Parents should work with the school to draw up a protocol and care plan that is clear and acceptable to both parties. It should ensure that all children in the school are safe and that parents are confident that the school will take (and have the means to take) the appropriate care and if necessary emergency action in their absence. Initial protocols will be reviewed and revised as the need arises. Health care plans will be displayed prominently in school whilst respecting confidentiality.
- The school may draw up a risk assessment to protect the child, other children in the school and/or members of staff.
- Whilst respecting confidentiality staff will be made aware of disabilities on a need to know basis in order to make the most effective provision for the children, the school and other community members.

3.12 Information, Performance and Evidence

a. Pupil Achievement

In addition to data collected, analysed and evaluated by children on the SEN register the school will consider the performance of other children with disabilities and seek to provide sufficient support to ensure progress is maximised.

b. Admissions, Transitions, Exclusions

- The school will work with pupils, parents, carers and other agencies to help children start school with any essential support that will ensure that the child has the best possible experience. The school must take any necessary steps to ensure the Health and Safety of all the children in school and exercise its duty towards safeguarding staff from being placed in situations where they will find themselves in a position of vulnerability through lack of training or insufficient protocol. (See under parents and carers)
- Transitions to other schools will be conducted with due sensitivity and every effort made to take advantage of outreach and pre-entry visits
- Exclusions at Stow Primary School are kept to a minimum as we recognise our responsibility to do the best we possibly can to engage and teach all the children in our care, we will however monitor exclusions to ensure that children with disabilities are not over represented in our figures.

c. Social Relationships

- The ethos of the school, supported by PSHCE, promotes positive social relationships between all pupils including those between pupils with disabilities and those without disabilities.
- Children are called upon to show kindness towards and concern for others.
- Where appropriate a child with disabilities could be assigned a friend/ buddy if required or the school help organise a circle of friends.

- The school is currently looking at solutions for recording, monitoring and cross-referencing progress in social and personal development.

d. Employing, promoting and training disabled staff

- In accordance with employment law the school will undertake to employ the best candidate for any vacant position irrespective of disability.
- All staff are given the opportunity to undertake CPD in line with SIP priorities, Performance Management, and individual interest as funding will allow.
- Staff with disabilities will be treated in the same way as staff without disabilities.
- Opportunities for promotion within school would be open to all suitably qualified candidates.

e. Staff Training

- All staff will have disability awareness training to ensure they have a clear understanding of the needs of colleagues and children with disabilities.
- As many staff as appropriate will be trained to support a variety of disabilities so that a team of staff can support each other e.g. epipen- all staff and support staff have been trained in administering epipens.

3.13 Impact Assessment

- The school will assess the impact of the policy through feedback from parents, carers, staff and children. This feedback will be sought via the review system, questionnaires, staff meetings and discussions.
- As policy documents are reviewed they will be checked for provision for children and others with disabilities.
- Results of impact assessment and initiatives undertaken under this scheme will be published annually on our web site and in the School Profile.

3.14

Reviewing/Monitoring

- ✓ This document needs to be reviewed each year by the policy working group with a full review every three years.
- ✓ The document will be monitored by collecting the responses of children, staff, parents and carers and acting upon their views where they are reasonable and manageable.
- ✓

Review Date March 2017

Annual review- March 2018
 Senior Member of Staff Responsible
 Governor Responsible

Three-Year Review- March 2020
 Rebecca Scutt
 Dr Neill

Signed:.....Chair of Governors Date:.....

Appendix 2

Steps already taken:

Physical:

- ✓ Pathway to the Nursery laid
- ✓ Pathway to the field improved
- ✓ Raised beds purchased for planting in reception class
- ✓ Specific toilet facility for people with disabilities
- ✓ Coloured overlays for reading
- ✓ Overlays for ICT screens
- ✓ All areas accessible by wheelchair

Temporary measures used that could be re-employed:

- ✓ Writing slopes for children
- ✓ Pencil grips
- ✓ Rulers with handles
- ✓ Use of computers for recording

Removing barriers to the curriculum:

- ✓ Wheel chair user taken on walks and out of school visits
- ✓ Child helped to join in wake and shake using upper body only
- ✓ Risk assessments for including children in trips and visits
- ✓ Support from TAs to enable access to curriculum
- ✓ Alterations to timings of lessons and time out of lessons for those unable to concentrate for prolonged periods, additional time for those with dyslexic tendencies
- ✓ Adaptation of outdoor learning to suit child with crumbling hip