



CROWN WOOD PRIMARY SCHOOL

DISABILITY EQUALITY SCHEME

December 2007 – November 2009

FOREWORD

Crown Wood Primary School is a Learning Community with a challenging, creative curriculum. All are inspired by a love of learning and the highest expectations to work together with confidence and respect.

Crown Wood Primary School is a learning community where we:

- o value enjoyment to provide an ethos for achievement
- o respect individuality and diversity within a safe, happy and caring environment.

Valuing diversity is therefore central to achieving the overall aim of Crown Wood Primary School.

The Governing Body of Crown Wood Primary School is therefore pleased to publish its first Disability Equality Scheme. In developing the scheme, we have been able to identify and record the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be tackled. We will ensure that this Disability Equality Scheme is effectively implemented and scrutinised so that we meet the obligations placed upon us by the Disability Discrimination Act. We intend to use it to make real and tangible changes to how we conduct our business that will make a positive difference to the lives of disabled people. Promoting disability equality in Crown Wood Primary School will be a continuous process. It will be undertaken in partnership with the wider community and of course with disabled people themselves. We would like to thank those who have been involved in developing the scheme and we hope that we can continue to work together with disabled people to achieve disability equality in Crown Wood Primary School.

J Throssell
Chairman of Governors

1. INTRODUCTION

1.1 The duty to promote disability equality

The Disability Discrimination Act 1995 was a landmark in equality legislation, making it unlawful to discriminate against someone because of his or her disability. It also required organisations to make 'reasonable adjustments' so that a disabled person could take a job, continue to work for an organisation or access services.

The Disability Discrimination Act 2005 amended the 1995 legislation. It introduced the duty to promote disability equality, which partly parallels the duty to promote race equality introduced under the Race Relations (Amendment) Act 2000. The duty to promote disability equality contains two elements – a general duty for all public bodies and a specific duty, which applies to a more limited number of specified public authorities, including maintained schools. The Code of Practice produced by the Disability Rights Commission (DRC) states that the “overarching goal of the duty is to promote equality of opportunity”. In many cases the disadvantage and discrimination that disabled people experience arise from attitudinal and environmental barriers. The duty to promote disability equality aims to overcome these barriers.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life in the wider community and in the non-educational services they might provide.

This Scheme builds on our accessibility plan and develops our work further to include:

- a definition of both disability and inclusion that is wider than special educational needs* and applies to all vulnerable groups;
- taking a proactive approach in making reasonable adjustments;
- work with pupils, staff and parents/carers; and
- involving the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan.

1.2 The general duty

The general duty to promote disability equality places a duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons;
- eliminate discrimination that is unlawful under the Disability Discrimination 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; and
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

* the legislation includes in the definition of SEN any pupil who has significantly greater difficulty in learning than the majority of peers or a disability preventing or hindering access to educational facilities

1.3 The specific duty

The specific duty requires a designated public authority (which includes schools) to produce and publish a Disability Equality Scheme (DES), setting out how it will fulfil its general and specific duties to promote disability equality. Disabled people must be involved in the development of the Scheme. The first Disability Equality Schemes should be published in primary and special schools by December 2007 and should last for three years with an annual review of progress.

2. CROWN WOOD PRIMARY SCHOOL'S VISION AND VALUES

2.1 Our vision and values

Crown Wood Primary School has always, and will continue to, respect the individuality of all through its policy of equally including all children in all activities. This is reflected in our Vision and Aims Statement:

Crown Wood Primary School is a Learning Community with a challenging, creative curriculum. All are inspired by a love of learning and the highest expectations to work together with confidence and respect.

Crown Wood Primary School is a learning community where we:

- *value enjoyment to provide an ethos for achievement;*
- *respect individuality and diversity within a safe, happy and caring environment;*
- *value a healthy lifestyle to make well informed choices; and*
- *value and respect everyone's role within the community and work together to equip the children to become caring and responsible citizens.*

At Crown Wood Primary School we aim to:

- *provide a happy, stimulating and creative curriculum which challenges independent, enquiring minds;*
- *provide a friendly, welcoming environment where all are safe and secure;*
- *have the highest expectations where all demonstrate respect, tolerance and consideration towards one another;*
- *inspire children, staff, parents, governors and the wider community to have enthusiasm and energy for life-long learning;*
- *celebrate success to instil a sense of pride and have confidence to persevere; and*
- *all work together as an effective team with clear direction and leadership.*

in our policy on equal opportunities:

Equal Opportunities - Physical Disability

It is our school policy that:

- *Children should not be treated in any way differently from others due to their individual physical disabilities and needs.*
- *A provision should be made for the individual special needs of any disabled children within our school community.*
- *A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.*

and in our Inclusion policy:

- *We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.*
- *Our approach to learning and teaching are planned so that all pupils can take part in lessons fully and effectively, setting high expectations and providing opportunities for all pupils to achieve, including:-*
 - *Boys and girls*
 - *Pupils with special educational needs*

- *Pupils with disabilities*
 - *Pupils from all social and cultural backgrounds*
 - *Pupils of different ethnic groups (including travellers)*
 - *Refugees and asylum seekers*
 - *Those from diverse linguistic backgrounds*
- *Specific action is taken to respond to pupils' specific needs by:-*
 - *Creating effective learning environments*
 - *Securing their motivation and concentration*
 - *Providing equality of opportunity through teaching approaches*
 - *Using appropriate assessment approaches*
 - *Setting targets for learning*
 - *All materials used in school are carefully chosen to reflect equal opportunities and all activities planned show no bias towards race, gender, ability or disability.*

This Scheme builds on what we have done already to promote equality for disabled people.

2.2 Who do we mean by "disabled people"?

The Disability Discrimination Act 1995 definition of a disabled person is someone who has a physical or mental impairment which has a **substantial** and **long-term** adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. **Substantial** means "more than minor or trivial" and **long-term** means "lasting or expected to last 12 months or more".

Disability is said to have an adverse effect if it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, e.g.

- The time and effort that might need to be expended by a disabled child
- The inconvenience, indignity or discomfort a disabled child might suffer
- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

Another way of considering whether particular special educational needs are disabling is illustrated in the table below:

	Physical, hearing, vision	Speech, comprehension	Learning	Perception of risk or danger
Autistic spectrum	Some	✓	Some	Some
Behaviour		Some	Some	✓
Dyslexic-type needs			✓	
Other learning needs	Some	Some	✓	Some
Physical sensory	✓	Some	Some	Some

The number of disabled children and young people across England has been estimated as between 7% and 12%. A survey of pupil's disabilities as at November 2007 were categorised as follows:

Autistic Spectrum	7	Speech and language	3
Hearing impaired	0	Physical disability	0
Visually impaired	1	Diabetes	1
Behavioural, emotional, social	11	Epilepsy	0
Specific literacy needs (e.g. dyslexia)	12	Medical condition	1

Although disability and special educational needs are not the same thing, the 2007 PLASC return for our school, showed 15 as having special needs met at School Action Plus or with a statement of special educational needs. The governing body and senior managers collect information regarding staff and pupil headcount by gender, disability, age and ethnicity, including data and other information on staff recruitment and progression. The school seeks to collect this information sensitively and confidentially, while encouraging disclosure.

2.3 Discrimination disabled people face

Disabled people are discriminated against in a number of different ways. These include:

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people.

2.4 Action to date

Our Disability Equality Scheme will take a fundamental step in removing these discriminatory barriers for disabled people in Crown Wood Primary School. The Scheme builds on what we have done already to promote equality for disabled people.

For example we have adopted:

- An Accessibility Plan which aims to:
 - increase the extent to which disabled pupils can participate in the school curriculum;
 - improve the physical environment to increase opportunities for disabled pupils; and
 - ensure that disabled children are provided with information in formats that are accessible for them.

- An Equal Opportunities Policy which aims to:
 - offer equal opportunities regardless of race, culture, gender, academic ability, physical ability or class;
 - provide an environment free from social, sexual or cultural prejudice for all members of our school community; and
 - achieve an environment in which members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.

3. INVOLVEMENT

3.1 Involvement of disabled people in developing the Scheme

The Scheme has been developed in consultation with staff, governors, pupils and disabled members of the local community. A Disability Action Group was formed consisting of the Headteacher, governors, SENCOs and local disabled persons to obtain and consider the views of stakeholders. The views of pupils with varying needs and gender had been sought and were presented by the SENCOs.

The Scheme will be monitored by the Action Group on a 6 monthly basis and will be formally reviewed by the Governing Body annually. A report from the Action Group will be submitted to the Governing Body to facilitate this.

3.2 Developing a voice for disabled pupils, staff and parents/carers

Both parents/carers and pupils are involved in review meetings and transition planning etc. The only exception would be where it was felt that such a meeting would prove distressing for the pupil. In this case the views of the pupil would be elicited prior to the meeting and expressed by an appropriate member of staff at the meeting.

All parents/carers, pupils and staff have equality of participation in all activities throughout the school including both curricular and extra curricular activities.

3.3 The Governing Body

Governing Body proceedings are accessible to governors, staff or invited visitors whether having a disability or not. Minutes are displayed on school notice boards for parents and staff. Copies can be made available on request.

There are clear links between parents and the Governing Body with 5 places for Parent Governors. In the event of a vacancy occurring all parents whether disabled or not are sent a letter inviting nomination for the vacancy. In the event of there being more nominations than vacancies parents are invited to vote for their preferred nominee. Each nominee is invited to produce a short pen picture for distribution to parents and this may include reference to an individual's disability should that person wish to disclose it. Otherwise no discrimination is made between the ability or disability of nominated parents.

Parental views are sought on a number of matters, for example travel to and from school, views on the school's overall performance, etc, by means of questionnaires.

In the case of Community Governors, the Governing Body recommends candidates for appointment either by personally knowing that a member of the community is interested in becoming a governor, or by selecting a candidate from the list supplied by the Local Authority. Again no distinction is drawn between candidates having or not having a disability.

3.4 Eliminating harassment and bullying

Anti-bullying is currently a major focus and an Anti-Bullying Action Group has been formed to further develop and update the existing policy document. All pupils in the school have filled in a confidential questionnaire seeking their views on a variety of associated areas. Again no distinction has been drawn between pupils with or without a disability. All views will be treated the same.

All children are taught to understand that they can discuss any issue arising with a member of staff and that they should be able to look out for each other.

3.5 Reasonable Adjustments

Crown Wood Primary School is an inclusive school and will provide the right sort of support for any child with a specific need. The advice of professional agencies is sought on a regular basis, for example The Sensory Consortium in the case of a pupil with a visual or hearing impairment, and their recommendations implemented.

All children are encouraged to take part in after school activities and to participate in school trips either day or residential. Where children require extra support this is provided either by the parent or an additional member of staff accompanying the child.

The effectiveness of any additional measures employed is discussed with the specific child. "Is this helping?" "Have you got the most out of the trip?" "Have there been any problems?". Any lessons learnt can then be applied to subsequent activities.

3.6 School facility lettings

Crown Wood Primary School welcomes the use of the school by all groups of people. Any event is discussed with the Bursar and a formal letting agreement completed. Any specific needs of attendees would be discussed at this stage and appropriate measures adopted for the visit. For example, additional car park spaces could be made available if there were several wheel chair users. There is currently no routine requirement for any additional measures.

3.7 Information, performance and evidence

3.7.1 Pupil achievement

Pupil achievement is looked at:

- in the whole by cohort;
- by gender; and
- by those with SEN

Children are tracked throughout the school and those not making the expected progress are given additional support. Progress is discussed with the child and parent and, should this reveal any disability, appropriate adjustments can be made.

3.7.2 Admissions, transitions, exclusions (including behaviour cases)

Any exclusions over the last couple of years have been both very rare and due solely to behaviour. All pupils are treated equally in accordance with the school Behaviour Policy.

All admissions are in line with our policy on inclusion.

3.7.3 Social relationships

We encourage social interaction between all children whether disabled or not. PSHE teaches all children to treat everyone with equal respect. Specific work may be done in class where problems are detected. Peer Mediators assist the process by dealing with minor inter-relationship issues at lunchtime.

3.7.4 Employing, promoting and training disabled staff

No discrimination exists in employing, promoting or training disabled staff. Access to training is open to all and is identified during Performance Management reviews. On recruitment the right person for the job is always employed. No staff with an obvious disability are currently employed.

4. IMPACT ASSESSMENT

Crown Wood Primary School recognises the importance of assessing the impact of its current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning. The following have been considered:

4.1 Training needs of the school regarding the DES

The School has access to LA training facilities, including the EarlyBird plus training for staff working directly with children with ASD. Staff training needs are identified during their Performance Management review and governor's training needs through the annual skills audit. There will always be at least one member of the governing body who has been specifically trained in the DES. All governors will be attending a course on SEN and Disability which will be held in the school on January 23rd 2008. Training needs are also identified in the School Development Plan.

4.2 Involvement in assessing impact and how disabled people will be involved

The Headteacher and staff will carry out the day by day oversight with formal review meetings being held by the Disability Action Group, initially at 6 month intervals.

4.3 Determination of priorities

Access to the curriculum will take the highest priority which will override all other considerations. Access to the school by disabled staff and visitors will have the next priority with use of the school as a letting having the lowest priority. The Action Plan will be considered by the Accommodation Committee and reviewed at alternate meetings. This will ensure that no works are commenced without a full disabled access impact assessment being made and suitable provisions being incorporated.

4.4 Use of external expertise

Where children have a specific disability the school will consult with external agencies in order to obtain advice regarding the most suitable adjustments; for example: ASSC, BST, TASS, etc. Where necessary in-school support may also be provided.

4.5 Involvement of teacher trade unions

The initial draft of the Scheme was submitted to TU local representatives for comment.

Crown Wood Primary School therefore regularly monitors the impact of the school's policies. This is captured by means of the school's equalities monitoring process which involves:

- Consultation with disabled stakeholders, in order that areas for change can be identified
- Analysis of information from data collection relating to disability.

This Disability Equality Scheme is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

5. OUR PRIORITY AREAS

Whether a specific action or not, the following will always be borne in mind when considering disability issues:

5.1 Access to the curriculum

Behaviour and exclusions

The school Behaviour Policy is applied equally across the whole school. Professional discretion is exercised in consultation with the parent and the use of outside agencies employed, should the need arise. Knowing the children within the school and their individual needs allows early intervention thus avoiding potential problems.

Teaching and Learning

All teachers are aware of the QCA General Inclusion Statement and this is applied in their planning and teaching. Joint planning time with TAs and LSAs is made available.

Curriculum – developing positive attitudes

Our overall policy is that everyone has the right to be respected. The school sex education policy will be checked to ensure that it takes account of the needs of disabled people. The school will ensure that some part of the curriculum in each year raises disability equality issues.

Data collection, monitoring and assessment

Achievement of pupils, whether disabled or not, is monitored uniformly throughout the school in line with our Inclusion Policy. All disabled pupils will be individually identified on the school's database. In the case of disabled parents and their access needs the school will not seek information by the use of, for example, the circulation of a generalised questionnaire. The school has an "open door" policy and any parent who wishes to subsequently inform the school of a disability is welcome to do so. The school would then offer any advice and support deemed appropriate and suitable adjustments would consequently be made.

5.2 Participation and engagement

Engaging disabled pupils, staff, parents and local community (parents and governing body)

School Council members are elected from and by the pupil body with all pupils being treated equally. There is no specific disabled representative included though a disabled pupil may be elected in the same democratic way as any other pupil. Similarly a disabled pupil would be given a position of responsibility in the same way as any other pupil. Governors are aware of their statutory responsibility to promote disability equality and this will be reinforced with training planned for January 2008. At least one member of the Disability Access Group will be a disabled member of the local community.

Eliminating harassment and bullying

The school's policy on anti-bullying is currently being revised and will reiterate the equality of all pupils. No specific exclusions will be made for disabled pupils though reference will be made to staff being able to use their professional discretion in any case of bullying. Racial bullying will also be included.

5.3 Employment

Employing and promoting, training disabled staff

The school will continue to monitor the number of staff it has who are classified as disabled people under the DDA 2005 and will provide reasonable adjustments for disabled staff as required. Disabled staff will be allowed additional time off for treatment for their condition without being penalised.

5.4 Access to information and services

Lunchtime or after school clubs and trips

Specific risk assessments will be made where disabled pupils participate in either a trip or a club thus allowing all pupils to safely take part. The risk assessment will be made in consultation with both parents and professional agencies.

Medical and personal care needs

Disabled children and their parents/carers are consulted, as is every child and parent, on how they want the procedure or administration of medication carried out under the school's Medicines in School policy.

Health and Safety

Evacuation procedures are currently under review and will ensure that they take full account of the needs of disabled people. Care Plans will be put in place for the meeting of health needs of pupils with specific conditions listed in the Medicine in School policy.

Admissions, Transitions

Reasonable enquiries will be made at admission or transition stages to find out whether prospective or existing pupils have additional needs. Induction meetings and timely support are provided to pupils and parents/carers, and staff. Meetings are held with Secondary colleagues prior to pupils leaving the school and, where transition would be particularly difficult, additional visits with a member of school staff to accompany the pupil, are arranged.

5.5 Physical access

Lettings and use of building by community

The school's lettings policy will be amended to specify the type of adjustments that the school can provide. Capital projects are always examined to ensure maximisation of access and reasonable adjustments.

5.6 Information we will collect

This scheme will monitor -

- Disabled pupil attainment
- Effectiveness of reasonable adjustments
- Recruitment, retention and career development of disabled staff
- Admissions of disabled pupils
- Exclusion of disabled pupils

We will use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this Scheme and identify future priorities.

5.7 Looking ahead

We are aware of the following major challenges for our school that may impact on our work to promote disability equality.

- The possible extension to/reorganisation of the school as a result of an increase in numbers due to an increase in local housing.

5.8 Action plan

Our priority actions are included in the attached Action Plan and, where appropriate, in our School Development Plan.

6. MAKING IT HAPPEN

6.1 Implementation

This Disability Equality Scheme represents the school's vision backed up by key actions which will be carried out within the next three years. There will be:

- clear allocation of lead responsibility;
- clear allocation of resources;
- indication of expected outcomes;
- clear timescales; and
- specified time-scale for process and review.

The Disability Action Group will monitor and review this scheme biannually. The Governing Body will present findings annually to all members of the school community, and make this available in alternative forms of communication which are appropriate to the needs of its disabled members.

6.2 Evaluation

There will be internal evaluation of this scheme as above, and also with the School Improvement Partner and OFSTED. Evaluation of this scheme will therefore be incorporated into the OFSTED SEF, as will the data giving information on the number of disabled pupils in the school, and their achievements.

6.3 Publication

This document is published in conjunction with the school's Access Plan and forms part of the School Development Plan and Equal Opportunities policy.

6.4 Reporting

There will be an annual report on this scheme demonstrating:

- progress made;
- outcomes achieved;
- work in progress; and
- amendments to the scheme.

This report will be published as follows:

- in the school prospectus;
- on the school's website; and
- will be available to all school members in hard copy, and in the form of alternative communication where necessary.

6.5 Links with other school plans and policies

This Scheme is to be read in conjunction with the School Access Plan. Together, they are intrinsic to:

- The School Development Plan
- The Equal Opportunities Policy
- Equalities Monitoring procedure
- Anti-Bullying Policy

- Protection of Employees and associated documents (including Bullying and Harassment)

Senior Member of Staff Responsible: Miss S Bartlett, Headteacher

Designated Member of Staff : Mr A Chaudhry

Governor Responsible: Mrs S Littlejohn

Review Date: June 2008

ACTION PLAN

Priority area	Associated tasks / activities	Person(s) responsible	By when	Resources	Review date	Evaluation
5.1 Access to the curriculum	Teaching and learning – to ensure that newly appointed staff are aware of, and apply, the QCA General Inclusion statement	SLT	Within 1 week of appointment	Time	As required	
5.1 Access to the curriculum	Developing positive attitudes – sex policy to be checked to ensure it takes account of the needs of disabled persons.	PSHE Subject Leader	February 2008	Time	June 2008	
5.1 Access to the curriculum	Data collection, monitoring and assessment – ensure all disabled pupils are identified on the school database.	Headteacher Bursar	January 2008	Time	June 2008	
5.2 Participation and engagement	Encouraging disabled pupils, staff, parents and local community – ensure all governors are aware of their statutory responsibilities with regard to disability	Governors	January 2008	Training to be provided January 23 rd 2008	June 2008	
5.2 Participation and engagement	Eliminating harassment and bullying – ensure revised policy on anti-bullying reflects disability requirements	Anti-bullying Group	April 2008	Time for meetings	June 2008	
5.4 Access to information and services	Health and Safety - Revise evacuation procedures to take into account specific needs of disabled persons	Headteacher Chmn of Govs Site Manager	January 2008	Time	June 2008	
5.4 Access to information and services	Health and safety – ensure Care Plans are in place for pupils with specified conditions	Headteacher	February 2008	Time	June 2008	
5.5 Physical access	Lettings and use of buildings by community – amend the Letting policy to reflect needs of disabled	Chmn of Govs	February 2008	Time	June 2008	