

School Ethos, Vision & Values

We seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals and become increasingly valuable members of society modelled on Christ. Our Mission Statement reflects our true school ethos.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. This school will not tolerate harassment of any person whether a disabled people with any form of impairment or a pupil who is a carer of disabled parents.

What do we understand by "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 normal day-to-day activities" (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognized has been removed.
- The Disability Equality in Education (DEE) 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 all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

The definition extends to those who have had a disability. (DDA 1995 Part 1 para 2. - (1) The provisions of this Part and Parts II and III apply in relation to a person who has had a disability as they apply in relation to a person who has that disability.) We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

Schools Strategic Priorities

Learning – all pupils are taught according to need. The National Curriculum is our foundation for planning a curriculum that meets the needs of all our children. We meet these needs through:

- setting suitable learning challenges
- responding to the children's diverse learning needs
- providing for other curricular experiences to meet the needs of individual or groups of children

Educational inclusion

- We aim to offer excellence to all our children, whatever their abilities or needs
- We have high expectations of all our children
- We aim to achieve high standards by striving to remove barriers to learning and participation
- We aim to ensure that all our children feel they are a valued part of the school community

Through appropriate curriculum provision, we respect the fact that children have:

- different educational and behavioural needs and aspirations
- different strategies for learning
- different rates of acquiring, assimilating and communicating information
- need of a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with language, communication and literacy
- planning to develop children's understanding through the use of all their senses and experiences
- planning for children's full participation and learning in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals manage their emotions and to take part in learning

Environment – The obligations under the DDA are entirely congruent with the school's obligations to deliver high quality learning opportunities and provision of care for every member of the school community. The DDA and Accessibility Plan are always considered when refurbishment is undertaken. An external ramp provides access to the main entrance. A disabled toilet is provided with wheelchair access.

Strengths & Weaknesses

The school has made great strides in promoting equality in recent years through:

- ❖ The provision of external ramp to main entrance
- ❖ Inclusion of every child matters to meet the needs and abilities of all students
- ❖ Provided automatic entrance to the school building
- ❖ Widened doorways into building
- ❖ Provided a lower counter at reception
- ❖ Additional handrail on stair case

- ❖ Provided information in a variety of formats according to need
- ❖ Implemented a wellbeing programme which promote positive role models, empathy and understanding
- ❖ Implemented a range of sensory workshops
- ❖ Integrated a more flexible use of support staff

As part of our action plan we now hope to provide: -

- Disabled toilet facility on the upper floor/Key Stage 2 area

At present, due to the school being on two levels, the only disabled access between the two floors is via external ramps.

The General Duty

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 -This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting 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.

(DDA 2005 S.49A)

How we will meet the General Duty & 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. The main actions to be taken in the next three years to promote disability equality are described in our Action Plan. This plan will run in conjunction with the School Development Plan and Buildings Development Plan and will be subject to ongoing revision and amendment.

Involvement of Disabled People in Developing the Scheme - developing a voice for disabled pupils, staff and parents/carers

Responsibility for developing this scheme lies with our working party. The working party has been formed to represent the many voices of our school community: - the head teacher, SENCO, a School Governor, parent representatives, a member of the SEN team and of course our pupil representatives.

A representation of the school community will be involved in devising, monitoring and evaluating this scheme.

Pupils and their parents will have a direct voice into this scheme through review with the head teacher, I.E., School Council, Working Party Reviews and pupil/parent questionnaires/consultations.

The Governing Body

Membership of the Governing Body is open to all eligible persons irrespective of disability. Members of the Governing Body are encouraged to visit school to aid monitoring of measures taken to ensure that Every Child Matters.

The Role of the Governors

- The governors will have regard to the Disability and Discrimination Act 2001
And will carry out their two core duties:
 1. They will ensure that a child with a disability is not treated less favourably than others for a reason relating to their disability.
 2. They will make reasonable adjustments to ensure that a child with a disability is not placed at a disadvantage in comparison with their non-disabled peers without justification.
- The governing body will seek to ensure that people with disabilities are not discriminated against when applying for posts within the school and will welcome applications on that basis
- The governors will take reasonable steps to ensure that the school environment gives access to people with disabilities and will carry out and review an access plan
- The governing body will, in its annual report, make reference to arrangements for pupils with a disability

With regard to the Disability and Discrimination Act 2001, the governors will carry out and review an access plan. The school currently has access for children with a physical disability in the following ways:

- disabled toilet
- ramps to provide access

The Role of the Head Teacher

- It is the role of the head teacher to implement the school's disability policy and she is supported by the governing body in so doing.
- It is the head teacher's role to ensure that the whole school community is aware of the school's policy on disability and that this policy is applied in all situations.

- The head teacher ensures that all appointments panels also give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.

The Role of the Staff

- All staff will work to ensure that our children are treated fairly and that no child is discriminated against
- When planning and selecting materials for use within the classroom, the class teacher will pay due regard to the sensitivities of all members of the class.
- Staff will strive to provide positive images of all groups within the class and to challenge stereotyping.
- Staff will modify teaching and learning appropriately for children with a disability, according to specific needs.

Teachers and support staff ensure that work for children with a disability:

- takes account of their pace of learning and the materials and equipment they use
- takes account of the effort and concentration needed in oral work or when, for example, using visual aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Includes approaches that allow children with a disability to be included. For example, hearing impaired children to learn about sound in science and music, visually impaired children to learn about light in science, and to use visual resources and images in art and in design technology and language impaired children to have language simplified or explained
- uses assessment techniques that reflect children's individual needs and abilities

Educational Visits

The Disability and Discrimination Act 2001 is taken into account when planning educational visits and other activities linked to the curriculum to ensure that the two core duties are carried out:

- Teachers will ensure that a child with a disability is not treated less favourably than others for a reason relating to their disability;
- They will make reasonable adjustments to ensure that a child with a disability is not placed at a disadvantage in comparison with their non-disabled peers without justification.

Removing physical barriers

See the School's Single Equality Policy.

Disability in the Curriculum, including teaching and learning

See the School's Single Equality Policy.

Eliminating harassment and bullying The school has adopted LA policies on harassment at work. The school's Anti Bullying Policy is regularly monitored and reviewed by a team of staff, parents, Governors and pupils.

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan; however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents.

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom
- in the school curriculum
- at all times and in all parts of the building

And when

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

School Facility Lettings Use by the community

Developments to improve accessibility of the school to disabled users are required. It is important that community users have full access to all areas of school and hirers/users are asked to discuss their requirements with school staff when booking premises

Community Health

The school has access to a school nurse who is available throughout the term on request. She provides a direct link between school and health care professionals dealing with our pupils and their parents. The nurse plays a leading role in helping the school anticipate and plan for the needs of current and future disabled users of the school. Staff are regular updated on

health, medical needs as and when appropriate. The nurse has an appointment by telephone and speaks to the SENCO on a fortnightly basis to ensure regular liaison.

Information, Performance and Evidence

The school will collect data annually to help monitor the impact of its policies. Data collected will include information on

- a. Pupil Achievement
- b. Learning Opportunities - i.e. take up of courses/external visits
- c. Exclusions
- d. Social Relationships
- e. Employing, promoting and training staff

Reviewing/Monitoring

The scheme will be monitored during the year through the Quality Assurance process and through annual review. The views of those people affected by the policy will be sought during reviews. There will be more formal evaluation at the end of the cycle. The school will use the information gathered to up date and amend the policy, setting new targets in the accessibility strategy to further the aims of the school in this area.

Review Date: September 2021

Senior Member of Staff Responsible: The Head Teacher

Day-to-day responsibility for the implementation and monitoring of the policy will be the Headteacher and SENCO.

Governor Responsible:

Stacey Storey

Date of Policy: February 2020