

St Barnabas and St Philip's Church of England Primary School

DISABILITY EQUALITY SCHEME

2019/2023

Introduction

St Barnabas and St Philip's Church of England Primary School welcomes its general responsibilities under the Disability Equality Duty to have due regard to the need to:

- 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 of disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

Duties under the Disability Discrimination Act (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

And also require the governing body to plan to increase access to education for disabled people in three 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

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.

We have organized that the Premises Committee of the governing body is a representative steering group to develop, organise and monitor the scheme. The group includes the Head teacher, SENco (Katerina Papalouka), a support staff representative (Tatjana Petrovic) and a member of the governing body. The Premises Committee will have progress within the Disability Action Plan as a standing item within their committee agenda.

Definition of disabled

The definition of disabled covers more people than one might at first think.

The Disability Discrimination Act 1995 defines a disabled person as someone who has 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.

According to the Disability Discrimination act, an impairment is to be treated as affecting the person’s ability to carry out normal day-to-day activities, only if it affects 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 and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is a ‘clinically well-recognised’; although the person must still demonstrate a long term and substantial adverse affect on his her ability to carry out normal day-today activities.

Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purpose 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.

School Ethos, Vision and Values

At St Barnabas and St Philip’s Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching and learning. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the social model of disability as the basis for it work to improve equality and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

How Disabled People will be involved in the Scheme

St Barnabas and St Philip’s School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

Pupils:

We will identify our disabled pupils (this includes pupils identified as having SEN).

Annual Pupil questionnaire.

We will organise events for disabled children to ensure that we listen to their views in informal settings.

Key issues identified by our pupils will be included in the action plan.

Staff:

We will ask staff via a questionnaire, to identify any barriers that affect them and how we can plan to overcome them.

The key issues identified by staff will be included in the action plan.

Parents/Carers:

We will give all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs.

We will organise events for disabled parents/carers to ensure that we listen to their views in an informal setting.

The key issues identified by parents/carers will be included in the action plan.

How we have gathered information on the effect of our policies and practices on disabled people

We recognize that our policies and practices may impact on disabled people and in particular on:

- The recruitment, development and retention of disabled employees;
- On the educational opportunities available to and the achievements of disabled pupils
- We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:

Pupil achievement

The school will track each term the progress and attainment of all pupils classed as disabled including those with SEN each term. Intervention will be considered or if already in place will be evaluated.

Pupil views are sought regularly in lessons and as part of our process of reviewing children who have an Educational Health Care Plan (EHCP). These views help us to monitor pupil's views about their achievement in all areas of school life and not just the subjects where attainment is measured as well as help us plan for more effective support/intervention.

Learning opportunities

All pupils with learning difficulties have targets set for them within their EHC Plan. These are monitored regularly. The school is mindful of the educational opportunities it makes available to disabled pupils.

Students with disability are welcomed on work placements within the school.

Admissions, transitions, Exclusions

At the point of admission the school seeks information on any additional needs the pupil or parents may have. This is recorded on the admissions form.

At the point of disabled pupils transition to secondary school the school liaises with the receiving school in order that there is a smooth transition for disabled pupils.

The school logs all exclusions and monitors the representation of excluded disabled pupils asking the question are children with disabilities over-represented in our exclusion figures and are we doing all we can to keep these children in school?

Social relationships

The school seeks to ensure that relationships between disabled pupils and no-disabled pupils are positive. The SEALs and PHSCE programme of learning supports this as does the ethos of the school and classroom. These relationships are monitored informally through conversations with class teachers, the SENCO, support staff and the Headteacher.

Employing, Promoting and Training disabled staff

The school seeks to employ, promote and train disabled staff. The school will ensure that this is monitored and compared to non-disabled staff. The school has a Continuing Professional Development Policy and Pay Policy which give opportunities for all within the framework of performance review and the priorities of the school.

What the school already does to promote disability equality

- We ensure on pupil entry that the school is aware of and informed about any SEN or disability a pupil may have and that before admission relevant resources and support are put in place in order that the pupil can access the full curriculum.
- Lift access to all floors for pupils, staff, parents and others who require its use is being considered as part of future building development
- All new doors will meet requirements for wheelchair access.
- Evac chairs on each floor for any person unable to use the stairs in the event of a fire or evacuation of the school would be installed where appropriate
- Ensure equality of access to the curriculum for those with SEN or medical needs
- Adjustments to the behaviour policy to take into account differentiated behaviour management systems.
- The school has a step by step approach in place before children are formally externally excluded
- All staff are aware of individual children's medical needs ie. Nut allergy, sickle cell, asthma etc and what to do in the event of an attack. These details are recorded on the child's file and within the Pupil Medical folder which is updated regularly by Tatjana Petrovic (HLTA)
- The school makes good use of outside agencies to support the school and pupils (Outreach Behaviour Support Team, CAHMS, Special need team, School Nurse, SALT)
- The school has an inclusive can do ethos and all pupils are admitted to our school
- The school will provide translations and translators where necessary
- The school uses 1:1 meetings with parents/carers in needed to make explicit expectations or information
- Anti –bullying Policy and SEN Policy in place both making reference to disabled pupils
- Reasonable adjustments made and planned for pupils in order that they can take part in the full range of school activities
- TAs and HLTAs would be trained in Makaton signing if the need arose and all staff will have access to this training.
- Lead Behaviour professional and SENCo, support individual programmes and plans for pupils with learning/behaviour/medical needs
- All Time Outs, Racist and Bullying incidents logged and analysed to identify where intervention is needed
- Access to lunchtime and after school clubs eg learning centre for those with learning needs

How we will gather our information and how it will inform the scheme

- Analysis of SEN register and medical register will enable the school to consider individual and group needs included in the plan

- Pupils will be consulted through part of the SEN process of talking to pupils about their learning and how we could help them more. Each learning activity gives pupils an opportunity to feedback to the teacher about what would have helped them with the task.
- The school will collect information on the effect of policies on recruitment, development and retention of disabled employees through performance management meetings, sickness absence reviews, exit surveys
- The school collects information on the educational opportunities and achievement of disabled pupils through the monitoring of class teachers lesson plans, pupils assessment data and through the review of EHC Plans and at annual review meetings for pupils with statements of Special Educational Need.
- The school uses information to support the review of the action plan and to inform subsequent schemes by.....

How we will assess the impact of our policies

We will assess the impact of current and proposed policies and practices on disability equality by examining whether there are barriers for disabled learners. The school has a rolling programme of policy review and revision which will look at key policies over the next four years

We recognize that all our school policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.

Pupils with a disability and their parents/carers will be asked regularly for feedback on the impact of any school policies or practices and any short or long term impact during parent's consultation and/or EP meetings. The school will assess the effect on disabled pupils of school policy.

Our action plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability equality Duty. Our accessibility plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangement in our disability Equality Scheme.

Reporting

The committee will report annually to the governing body about the progress the school has made in promoting equality of opportunity for disabled people. The annual report will include details of:

- Information we have gathered during the year
- How this information was used
- Action points completed during the year and those that are ongoing

We will ensure that disabled people are involved in this process.

Revisiting the scheme

Our scheme will be reviewed and revised after a period of three years and disabled people will be involved in the process. A new action plan is produced responding to issues identified through our impact assessment and included in our annual reports.

Planned Review Date: January 2023

Senior member of staff responsible: Headteacher

Designated member of staff: SENCo

Chair of Premises Committee governing body

**ACTION PLAN OUTLINING THE STEPS ST BARNABAS & ST PHILIP'S CHURCH OF ENGLAND PRIMARY SCHOOL
WILL TAKE FROM January 2019 TO January 2023 TO MEET THE GENERAL DUTY OF THE DDA**

STRAND	ACTION	LEAD PERSON	RESOURCE	OUTCOME	TIME	REVIEW DATE & PROCESS
Promote equality of opportunity between disabled people and others	Ensure that all disabled pupils continued to be identified and continue to have full access to the curriculum and put resources in place as necessary to facilitate this	HT	LSAs, SENCo, LA and SEN department	All pupils accessing the curriculum offered	Within first year	January 2020 and ongoing – identify disabled pupils and planning for these pupils
	Make use of all available outside agencies to support with access to the curriculum for disabled pupils	SENCo	SALT, EP, school nurse	As above	Within first year	As above – reviewing IEPS
	Ensure all school policies reflect our commitment to the duty and Behaviour policy is differentiated with reasonable adjustments for disabled pupils	HT		All policies state school commitment to the duty. Behaviour policy clearly differentiated for disabled pupils.	Over next three years.	Review policies annually , check they include statement on promoting equality of opportunity for disabled
	Ensure that all identified disabled staff continue to have equal access to training, support and promotion	HT	Personnel Department at LA	CPD and Pay policy in place outlining access to training, support and promotion	By January 2020 and ongoing	Review January 2020 consider training elements undertaken by a range of staff
	Staff and Governor continue to identify and experience 'awareness raising' opportunities regarding issues of equality of opportunity for disabled people	HT		All staff and governors more aware of their duties and responsibilities in promote equality of opportunity for disabled pupils, parents and members of staff	By January 2020 and ongoing	Discussion with staff about any changes to their practice relating to disability equality practice

Eliminate unlawful discrimination and harassment of disabled people	Staff and Governor able to access information on what is deemed unlawful discrimination and harassment	HT	LA Personnel section Governors support	All staff and governors clear about what constitutes unlawful discrimination and harassment	On going through out 4 years	Review with Pay & Personnel and Premises committees March 2020
	School policies reflecting zero tolerance on discrimination and harassment and sanctions for pupils, staff and parents	HT		School has clear and consistent statements on unlawful discrimination and harassment in all appropriate policy documentation	January 2020 and ongoing	Review policy documentation on rolling programme
	Ensure that Anti-bullying policy is up-to-date in terms of any changes to unlawful discrimination and harassment	HT		As above	January 2020	September 2020 review policy with all staff
	PHSE lessons and resources on aspects of disability sameness and difference available within the school	SENCo		Clear program of learning incorporating a focus on disability	Sept 2020	Review by the Curriculum committee September 2020
Promote positive attitudes towards disabled people	Increase stock of books and pictures with positive images of disabled people	English coordinator & book buying group		Displays and books around the school reflect able and disabled people	Sept 2020	Sept 2020 – review amount of stock and continue to increase over three years.
	All pupils accessing fully complete range of teaching and learning opportunities including after school club provision	HT		Every child involved in all aspects of school life. Solutions found to include all children	Sept. 2020	Jan 2020 – review any children who have been excluded from life of the school and examine reasons why

	Invite people with disability into school to talk to pupils as well as continue the community link with children at the Chelsea and Westminster Hospital	SENCo	PHSE	Regular visits to school by a range of people with disability as well as visits to settings with disabled people	January 2020	Review frequency of input April 2020
Encourage participation towards disabled people	Make more public the fact that the school is considering wheelchair access and a lift	HT		Information in the school prospectus/website/lettings	Jan 2020	Jan 2020
	Encourage disabled job applicants to apply for positions by using the two ticks symbol and interview if they meet the criteria	HT		All job adverts clearly state that the school is a disability friendly school and that all applicants meeting the criteria will be interviewed	Jan 2020 and ongoing	Review number of applicants interviewed with a disability and the number offered a position
	Promote 'we can do' ethos of the school to encourage active participation in the public life of the school eg. Assembly, visits, performances, clubs	SENCo		No children excluded from a performance/visit/lunchtime or after school club because of their disability	Jan 2020	Jan 2020
	Promote representation and involvement of disabled on staff, senior positions, school council and governing body	HT		Review representation of disabled pupils, parents and governors within the school	Jan 2020	Review January 2020
	Seek views and involvement of disabled parents/carers	HT		Annual consultation processes to seek views on how to involve all parents	Aut. 2019 and ongoing	Annual pupil, parent and staff surveys review trends – January 2020
Take steps to meet disabled peoples needs even if this requires more	Gather information from the school community of how we could better meet their needs	HT		Information base being developed to help review, plan and find solutions to facilitate active participation	Aut. 2019	Annual pupil, parent and staff surveys review trends – January 2020

favourable treatment						
	Ensure access by making reasonable adjustments to planning, support, the building.	HT	SENCo	Disabled people needs being considered by governors and school architect in all future building works	Jan 2019	Review of completed building works ongoing
	Progress and achievement of identified disabled pupils recorded and monitored by appropriate staff including CT, SENCO, DHT & HT	HT & DHT	SENCo CT	Results of identified disabled pupils demonstrates substantial and appropriate progress and attainment	Sept 2019	Review January 2020
	Consult as appropriate any disabled pupils and their parents/carers on the procedure or administration of specific medicines	SENCo	School Nurse	Pupils on medication consulted before any administration plan is put in place	Jan 2019	Review Jan 2020
	When appropriate fire evacuation procedures developed for each disabled school user.	SENCo	SENCo/CT/B&OM	Plan in place for fire drills and evacuation for those school users who need support	Jan 2019	Review Jan 2020