



Disabilities Equalities Scheme 2021-2024

Policy Originator: Headteacher

Status: Non statutory

Review Period: Three Years

Date: April 2021

Next review date: April 2024

Equality Act 2010 (EqA)

The duty to promote disability equality, or the public sector equality duty, requires all schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and others
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

Taken in conjunction with our other equality, diversity and access policies, our Disability Equality Scheme will outline how we will fulfil this duty.

Shalford Infant & Nursery School

Shalford is a small one form entry community infant school. Our children mostly come from Shalford village.

We have an excellent local Governing Body and are supported not only by parents (including an active Parent Teacher Association), but also by the wider community of the village.

Our last Ofsted inspection graded us as 'outstanding'. Attainment on entry is varied, as shown on the Foundation Stage profile, but many children start school with high standards of prior knowledge and attainment. We also serve some disadvantaged families from a nearby area of social housing. Our Pupil Premium Grant is used to provide school resources that support such children. 1% of our children are on the SEND register. We have a low number of children in receipt of the pupil premium grant and low numbers of children with EAL.

Children benefit from a creative curriculum which also places emphasis on building excellent foundations for future learning, as well as acquiring very good literacy and numeracy skills. The majority of children make excellent progress regardless of their starting point. Values led learning plays an important role in our curriculum.

School's Duty

The Local Governing Body has a duty to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- produce and publish a Disability Equality Scheme to show how they will meet these duties.

The Local Governing Body is required to plan to increase access to education for disabled pupils in three ways, by:

- 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 learning experience of disabled pupils, including how written information is provided for them.

School's Aims and Values

At Shalford Infant & Nursery School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

We undertake to regularly assess the accessibility of provision for all pupils, staff and visitors to the school and to plan to remedy or improve identified shortcomings.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities including for example newsletters, policies, school documents and information about the school and school events.

The Accessibility Plan should be read in the context of our aims and in conjunction with other key school policies such as Equality, Diversity and Special Educational Needs. As curriculum and other policies are reviewed access will be considered alongside equality and inclusion. We acknowledge that there is a need for ongoing awareness and the need to inform attitudes on inclusion and accessibility and may from time to time, need training for staff and governors, particularly those new to role, in the matter of access and disability discrimination.

Roles and Responsibilities

This Disability and Equality Scheme links to other specific policies and action plans that the school produces including the School Development Plan.

This Disability Equality Scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. Promoting disability and equality and raising the achievement of disabled pupils is the responsibility of the whole school staff.

Introduction to this Disability Equality Scheme will be included in our induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

The Headteacher and Leadership team will ensure that the principles of equality and access which underpin this policy are held in regard when all decisions affecting physical or curricular access are considered.

The Local Governing Body will oversee the implementation of the policy to which all staff are expected to comply.

Pupils will learn about equality, respect and friendship through our Spiritual, Moral, Social and Cultural (SMSC) ethos and Personal, Social and Health Education (PSHE) provision and will learn to help and support others through our curriculum, circle times and assemblies.

The school assesses the impact of this policy on individuals regularly and frequently. We monitor learning, achievement, social relationships and all transition arrangements. Because the numbers involved are very small this can be done on a day to day basis and involves observing and talking to children concerned and frequent discussion with their parents/carers.

The school has clear policies to ensure that everyone is clear about our commitment to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people’s needs even if this requires additional or more personalised approaches.

The scheme will be reviewed and evaluated within the cycle of policy review.

Accessibility Target	Strategy	Time Frame
Communication Written Information School Documents	As school documents are reviewed they will be checked for accessibility against the existing stakeholder base, e.g. disabled parents, governors etc. Parent survey re effectiveness of communication	Continuous Annually
Curriculum Aids and Equipment Policies	Audit school policies to ensure that there are no discriminatory, phrases, procedures or practices.	Within review cycle
Physical Environment Health and Safety	Ensure that emergency procedures are thought through from a disabled perspective and that all persons affected are properly informed/trained	As needed but minimum of annually

APPENDICES

CHECKLIST FOR SCHOOLS AND GOVERNORS (Appendix 1) Information Gathering

- ✓ Is information collected on disability with regards to both pupils and staff?
- ✓ Is this information used to improve the provision?
- ✓ Is pupil achievement monitored by disability?
- ✓ Are there trends or patterns in the data that may require additional action?
- ✓ Are disabled pupils encouraged to participate in school life?
- ✓ How is this shown through representation in school events such as class assemblies and the school council?
- ✓ Are disabled pupils given access to opportunities to participate in a range of activities, both in and outside of school hours?
- ✓ Is bullying and harassment of disabled pupils monitored and is this information used to make a difference?
- ✓ Are stereotypes in terms of disability actively challenged in both the classroom environment and in the playground?
- ✓ Is the school environment as accessible and welcoming as possible to disabled people?
Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- ✓ Are disabled parents/carers encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?
- ✓ Does the school take appropriate steps to meet disabled people's needs even if this requires more favourable treatment?

DEFINING DISABILITY (Appendix 2)

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the EqA as being disabled. The EqA 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.’

The definition covers a much larger group of children than most people think. A report from the Cabinet Office (2005) Improving the Life Chances of Disabled People, draws on estimates that suggest that about 772,000 children in the UK are disabled, equivalent to 7% of all children.

Definition of the terms:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

Mental and physical impairments

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil’s ability to carry out normal day-to-day activities.

Normal day-to-day activities

The test of whether impairment affects normal day-to-day activity is whether it affects one 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;
- perception of risk of physical danger.

Special educational needs and disability

Though the definition of disability comes from the EqA and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

IS A CHILD DISABLED? (Appendix 3)

1. Does a child have a difficulty with any of the following 'normal day-to-day activities'?

Mobility: getting to/ from school, moving about the school and/ or going on school visits?

Manual dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?

Physical co-ordination: washing or dressing, taking part in games and Physical Education? Ability to lift, carry or otherwise move everyday objects: carrying a full school bag or other fairly heavy items?

Continence: going to the toilet or controlling the need to go to the toilet?

Speech: communicating with others or understanding what others are saying; how they express themselves orally or in writing?

Hearing: hearing what people say in person or on a video, DVD, radio or tape recording?

Eyesight: ability to see clearly (with spectacles/ contact lenses where necessary), including any visual presentations in the classroom?

Memory or ability to concentrate, learn or understand: work in school including reading, writing, number work or understanding information?

Perception of the risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

2. Is the child's difficulty caused by an underlying impairment or condition?
3. Has the child's impairment or condition lasted, or is it likely to last, a year or more?
4. **Is the effect of the child's impairment or condition 'more than minor or trivial'? If you have answered 'yes' to questions 1 to 4, then the child in question is probably disabled under the Equality Act 2010. If this child receives medical or other treatment to reduce or remove the effects of his condition, he or she may still be disabled. The test is whether the effects would recur if he or she were to stop his /her treatment.**