

**Disability Equality Scheme
And
Disability Access Plan**

2016 - 2019

Church Aston Infant School

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Disability Access Plan

Appendix A

Mission Statement

At Church Aston Infant 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. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Church Aston Infant School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Check list for school staff and governors

1. Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
2. Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
3. Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as assemblies and the school council?
4. Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
5. Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
6. Does the school take part in annual events such as Deaf Awareness Week to raise awareness of disability?
7. Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
8. Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
9. Are procedures for the election of parent governors open to candidates and voters who are disabled?

The Equality Duty (ED)

Definition of disability

The Equality Act (2010) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 had previously extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Disability Equality Duty

The Equality Act (2010) encompasses all areas of potential inequality and places a **general duty** on schools. Church Aston Infant School will have due regard for the following when carrying out its functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination, harassment or victimisation that is unlawful under the Equality Act;
- Advancing equality of opportunity;
- Fostering good relations by tackling prejudice and promoting understanding
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Equality Duty (ED) and applies to all disabled pupils, staff and those using services provided by the school.

Monitoring

To meet the Equality Duty with reference to the treatment of people with disabilities, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children, young people and adults with disabilities. The following aspects will be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

The role of Church Aston Infant School as a service provider

Schools have additional implications as service providers to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, Church Aston Infant School will make this information available in an accessible format so that parents or carers who may, for example, be visually impaired, can access the information.

Additionally, events for parents and carers, such as open evenings or meetings with teachers, will be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of the Act when hiring transport as it puts duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Involvement and Consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Equality Scheme. Church Aston Infant School will consult with disabled pupils, staff and service users in the development of our Equality Scheme by:

Consultation with disabled pupils, staff, parents and other users to determine their priorities for the school with regards to disability equality over the next three years via:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions

Making things happen

In order to ensure that action is taken to meet the Equality Duty, Church Aston Infant School has drawn up an action plan to make things happen during the period 2016 – 2019. This outlines how the requirements of the Equality Act 2010, with respect to Disability, will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

Good practice examples

The following examples were gathered from Special Educational Needs Co-ordinators in schools in other Local Authorities, and provide good practice suggestions on how disability equality can be promoted in a school environment.

- Promoting equality of opportunity between disabled people and other people.
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
 - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
- Eliminating discrimination that is unlawful under the act and harassment of disabled people that is related to their disability.
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
 - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people.
 - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
 - Celebrate and highlight key events such as the Paralympics and the Deaf Awareness Week.
 - Encourage contacts with children and staff from schools with specialist units, in order to raise awareness about disability.
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- Encouraging participation in public life by disabled people.
 - Ensure that disabled pupils are represented and encouraged to participate in assemblies, plays, events and on the school council.

Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

For further information, please contact the Headteacher, Church Aston Infant School.

Appendix A

Disability Access Plan 2016 – 2019

This plan aims to improve access to all aspects of education within Church Aston Infant School and remove any existing barriers to pupil learning. It also aims to widen the opportunities for including pupils within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has four interlinked elements:

1) Improvements in access to the curriculum by:

- Providing for all pupils a curriculum which is appropriate to their needs.
- Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.
- Establishing a focus group of disabled people who use the school.

2) Physical improvements to increase access to education and associated services by:

- Ensuring that the school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments.
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils.

3) Improvements in the provision of information in a range of formats for disabled pupils by:

- Providing for pupils and their carers / parents, information about the school and its curriculum in a format that takes account of any disabilities.

4) Promotion of the rights and achievements of disabled people.

- Participation in national awareness weeks etc.
- Careful monitoring of any bullying or harassment of disabled children.

Access to the Physical Environment

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	School is aware of the access needs of disabled children, staff and parent/carers.	To review access plans for individual disabled children or other users of the school.	Ongoing	SENCO	Individual plans are in place for all disabled pupils and all staff are aware of pupils' access needs.
	School staff have greater awareness of access issues.	Ensure staff are aware of access issues concerning individuals.	By Sep 2016	Headteacher	All staff are aware of access issues.
		School invites all disabled children, parents, carers and other users to an open forum to discuss issues of disability.	Ongoing	SENCO	School is aware, through consultation, of the needs of all users who consider themselves to be disabled
		Tracking data on children includes identification of groups or individuals with disabilities	Half termly	Headteacher	School analyses data and is then aware of any trends and can react to reduce any inequalities.
Long Term	To maintain access throughout the school.	To improve wheelchair access to the main school building and from the building into the playground if necessary.	Ongoing	Telford & Wrekin Council / School Governors	There is wheelchair access to all parts of the building with no need to pass through the staff room
Short Term	Maintain signage and external access for visually impaired people.	Replace external light bulbs immediately if they blow.	Ongoing	Cleaner-in-Charge	Visually impaired people feel safe both within the school and its grounds.
		Check that edges of all external steps are painted white.	Ongoing	Cleaner-in-Charge	
Short Term	Ensure that all disabled pupils can be safely evacuated	Review Personal Emergency Evacuation Plans (PEEPs) for disabled children as they change classes. Ensure that all staff are aware of their responsibilities.	Sept 2011 When necessary	SENCO / TAs Headteacher	All disabled children and staff working with them are confident in the event of fire.

Access to the Curriculum

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Further increase confidence of staff in differentiating the curriculum to suit the needs of disabled children and children with learning difficulties	Repeat the audit of staff training needs.	Oct 2016	Headteacher / Curriculum co-ordinators & SENCO	Training needs of staff are clearly understood.
Short Term	Ensure all staff are fully aware of SEN software and resources.	Individual training on SEN software as appropriate.	Oct 2016	SENCO	Full use is made of SEN resources in mainstream classes.
Short Term	Ensure all staff are aware of disabled children's curriculum access.	Ensure that IEPs address access needs and that information is shared with appropriate staff.	Ongoing	SENCO	All staff are aware of the needs of individual disabled children for them to fully access the curriculum
Short Term	Monitor participation of disabled children in after school and lunchtime activities as part of the monitoring of specific groups such as children entitled to Free School Meals.	TA available at break/lunch times to facilitate specific needs, when necessary	Oct 2016	SENCO TAs and Lunchtime supervisors	Disabled children participate confidently, when desired, in after school and lunchtime activities.
Short Term	Monitor achievements of disabled children.	Achievements monitored according to disability	Ongoing	SENCO	School reacts to trends or patterns if necessary.
Medium Term	Ensure all school trips are accessible to all.	When necessary, develop guidance for staff on making trips accessible.	Ongoing	School Travel Co-ordinator	All school trips are accessible to all children.
Medium Term	Review PE Curriculum to make PE accessible to all.	Review PE and Sports activities for the disabled, both to accommodate their needs and to develop their abilities in specific areas	Summer Term 2017	PE Co-ordinator	All children are able to access a suitable range of PE and Sporting activities.
Medium Term	Provide special events to overcome the limitations of the small school site	Ensure continued involvement in inter-school sporting events	Autumn Term 2016 onwards	Headteacher	Children are able to develop gross motor skills and stamina.
Medium Term	Review all curriculum policies to include equality issues, including disability issues.	Include specific reference to the 2010 Equality Act in all curriculum reviews.	From Sept 2016 onwards	All curriculum co-ordinators	Increased awareness of the effect of disability issues in all curriculum areas.
Long Term	Ensure all staff undertake Equality training.	Seek advice from the LA on training available	Jan 2017 onwards	Headteacher	All staff work from a disability equality perspective. Staff know whom to approach when needing to develop expertise in a particular area.

Access to Information

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Review information provided to parents or carers to ensure it is accessible.	Include a questionnaire in the Sep 2016 newsletter to ask if parents need large print, Braille, coloured or translated versions of newsletters or other letters.	Sep 2016	Administrator	All parents receive information in a format that they can access.
Short Term	Ensure information in Annual Reviews and parents' interviews is accessible to all.	Ask parents, carers and children about preferred formats in review meetings.	Ongoing	SENCO	Parents receive information in a format that they can access.
Medium Term	Review School Brochure, website and other documents to ensure information on disability issues is included and accessible to all parents.	Seek advice from Telford & Wrekin publicity department on the availability of different forms of communication such as Braille, large print etc.	From Sept 2016	Headteacher	Appropriate documentation includes necessary information concerning disability issues and is accessible to all parents.
Medium Term	Develop links on the school website, which is W3C compatible, to provide easy access to information about disability issues.	Seek advice from Telford & Wrekin publicity department and ICT experts	From Sept 2016	Headteacher	All members of the school community have easy access to information about disability issues
Medium Term	Publicise the work of professionals such as the school nurse or school/ family liaison officer and the services being provided		From Sept 2016	Headteacher	All members of the school community know whom to approach for information about disability issues
Long Term	Children become more aware of their own learning styles and access needs.	Encourage children to express their access needs and explore preferred learning styles.	Ongoing	All teachers	Children are able to articulate their access needs and understand their own learning styles.

Promotion of the rights and achievements of disabled people.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Disabled children fully participate in school life.	Encourage disabled children to fully take part in school events such as assemblies.	Ongoing	Class teachers	Disabled children participate in many areas of school life.
Short Term	Bullying or harassment of disabled children is monitored and dealt with effectively.	Monitoring procedures are maintained.	Ongoing	Headteacher	Elimination of any bullying of disabled children.
Medium Term	Disability is displayed positively in books, displays and events.	Books & display materials purchased to portray the positive achievements of disabled people.	Ongoing	SENCO	Disability is displayed positively in books, displays & events.
Medium Term	Children are aware of wider issues concerning disabled people such as the 2016 Paralympic Games	<p>School takes part in Deaf Awareness Week or similar disability events each year.</p> <p>School invites a local Paralympic athlete to talk to the children.</p> <p>Children have the opportunity to participate in sport designed for people with a disability.</p>	Ongoing	Headteacher	All children gain wider understanding of disability issues.