



## Disability equality scheme

The Disability Discrimination Act 2005 requires all public authorities, including schools, to produce and publish a disability Equality Scheme by 3<sup>rd</sup> December 2007.

The purpose of the Disability Equality Duty is to improve equality of opportunity for disabled people. This Disability Equality Scheme demonstrates how Hampstead Parochial School CE Primary School will do that.

### 1. School ethos, vision and values

Hampstead Parochial School CE Primary School serves the local and wider community by offering pupils a safe, caring and educationally rich learning environment in which children can flourish as individuals and become increasingly valuable members of society. It is committed to ensuring equal treatment of all its employees, pupils and any others involved in the community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We will not tolerate harassment of disabled people with any form of impairment.

#### 1a) 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 recognised has been removed.

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.

We recognise that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole. For other definitions see the Disability Rights Commission website or the SEN Code of Practice – [www.dotheduty.co.uk](http://www.dotheduty.co.uk)

We use the social model of disability throughout our work. 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 education needs.

#### 1b) Schools strategic priorities

The school's strategic priorities are based around being prepared accommodate possible disabilities of future staff or pupils. These priorities are described in more detail in the school's accessibility plan, but comprise improvements in single level access, improved lighting and visibility, and developing methods for gaining early knowledge of actual disabled staff or pupils and developing action plans to address them. The action plans are expanded in the appendix to this paper.

#### 1c) Strengths and weaknesses

Provision for learning is a strength of the school. All pupils are taught according to need. All pupils have an individual inclusion provision map setting out the provision we will make to

meet their needs. The progress of all pupils is monitored termly and extra support provided when a pupil is identified as not being on track to meet their targets.

The ethos of the school is very inclusive (see Inclusion policy). The publication of Every Child Matters prompted a complete review of our practices and we strive to meet the needs of all pupils.

## **2. The general duty**

We seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 2005
- 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)

## **3. How will we meet the general duty and specific duty?**

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of Hampstead Parochial's School life and demonstrates how we are seeking to meet the specific duty, i.e. to produce our Disability Equality Scheme.

The main actions to be taken in the next three years to promote disability equality are described in the school's Access Plan. This plan runs in conjunction with the School Improvement Plan and is subject to revision and amendment at the end of the each year.

### **3a) Involvement of disabled people in developing the scheme**

Responsibility for developing this scheme lies with the Headteacher and the school governors

The school involves, where practicable, disabled people or their carers in developing the action plan, monitoring how it carries out its duties and monitoring the progress of the action plan at an annual review meeting. The school has due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people.

### **3b) Developing a voice for disabled learners, staff and parents/carers**

Disabled pupils and their parents and other disabled members of the school community are involved in devising, monitoring and evaluating this scheme.

Opportunities are sought to promote participation by disabled pupils in all aspects of school life, including membership of school council and other responsibilities, where that is in the best interest of the child.

### **3c) 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 and the governors' open days provide an opportunity for governors to meet pupils, staff and parents to get first hand information about how well the school is meeting the expectations set out in the Disability Discrimination Act and the Every Child Matters report.

### **3d) Removing barriers**

See the school's accessibility plan

### **3e) Disability in the curriculum, including teaching and learning**

See the school's accessibility plan.

### **3f) Eliminating harassment and bullying**

The school's anti-bullying policy sets out how bullying in school is dealt with. It is regularly reviewed by governors and bullying is discussed with all pupils on anti-bullying day and through school council.

### **3g) 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 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 pupils and their parents, so that:

- 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 pupils feel their child is part of the life of the school
- Staff feel confident in working with disabled pupils

### **3i) Contractors and procurement**

Where contractors are part of the school community, for example catering staff, they receive training on disability issues, including harassment and bullying.

### **3j) Information, performance and evidence**

Information about the performance of the school on disability equality under the following headings is collected, analysed and any action required is planned and monitored:

- **Pupil achievement** – attainment and achievement of pupils with disabilities
- **Learning opportunities** – extra curricular activities, interventions and other learning opportunities provided for pupils with disabilities
- **Exclusions** (including SEBD) – analysis of exclusions to see if pupils with disabilities are over-represented
- **Social relationships** – social relationships between disabled pupils and non-disabled pupils
- **Employing, promoting and training disabled staff** – how representative are the school's staff of the community?

### **3k) Impact assessment**

In assessing the impact of this policy and the procedures, functions and practices of the school on disability equality the Headteacher and governor with responsibility for disability consults with:

- pupils with a disability
- parents and/or carers of pupils with a disability
- parents with a disability
- staff with a disability.

They report to the governing body and parents. At the end of the three year cycle there is a more formal evaluation. The school uses the information gathered to update and amend the policy, setting new targets in the accessibility strategy to further the aims of the school in this area.

See [www.dotheduty.org](http://www.dotheduty.org)) and 'Implementing the Disability Discrimination Act in Schools and Early Years Settings'. (This can be ordered free of charge online at: [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications) Ref: DfES 0160 2006 or by calling 0845 600 9506.)

### Appendix 1 Disability Equality Scheme Action Plan

This appendix outlines the steps the school will take to meet the duty. It highlights priorities, specific outcomes we wish to achieve that will make practical improvements to equality for disabled people, how we are going to measure performance against these outcomes and the timetable to achieve them. The DES links directly to our Accessibility Plan 2006-9 and is reported annually either in our annual review, so that learners, staff, parents/carers, governors and all stakeholders and partners are kept fully involved.

This action plan includes the priorities of disabled people consulted. It builds on the accessibility plan which covers curriculum, premises, resources and information, in line with DfES: 0160-DOC-EN in section 3k above.

Priority	Action required	Success criteria	Timescale	Responsible person(s)	Review date
Accelerate the process for statementing, particularly for child SM, but also for two other pupils	1. Reception teacher to meet with carers and health professionals 2. Teacher and inclusion leader to liaise to ensure all evidence is gathered.	Statement completed	Dec 2008	Inclusion leader, class teacher.	Jul 2009
Develop systems to ensure maximum participation by child SM	1. Risk assessment involving teacher, carers, health professionals and social services 2. Carers to come into school assist with meals etc as necessary.	Child SM at school full time	Dec 2008	Inclusion leader, class teacher, carers	Oct 2008 / Jan 2009