

HOLYWELL PRIMARY AND NURSERY SCHOOL
DISABILITY EQUALITY SCHEME / ACCESSIBILITY PLAN

1. SCHOOL ETHOS, VISION AND VALUES - INTRODUCTION:

The DDA recommends that the Governing Body has three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

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

The definition of disability as in the Disability Discrimination Act 1995 (DDA) is broad and includes anyone 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” this definition was amended and broadened in December 2005 under the 2005 DDA. Physical or mental impairment includes sensory impairment and also hidden impairments. In the DDA:

- Substantial means more than minor or trivial and
- Long term means has lasted or is likely to last more than 12 months.

Anyone with cancer, multiple sclerosis or HIV/Aids is treated as disabled under the DDA as soon as they have the condition.

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.

2. THE GOVERNING BODY - DUTIES AND RESPONSIBILITIES:

Governors will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

- 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).
- Identify and remove any barriers to access for any one using the school who has a disability.

Consultation

The scheme was developed following consultation with parents, carers, staff, children and Governors via the school Newsletter (November 2007).

Meeting the General and Specific Duty

The production of this Disability Equality Scheme / Accessibility Plan 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. These actions may include some priorities to increase access to the curriculum, the physical environment and the provision of information. They should include measures to increase participation such as: seeking the views of pupils who may have a disability.

Information Gathering

Data is being collected as part of the development of the scheme to establish our base line for the scheme:

- The recruitment, development and retention of disabled employees. The Local Authority is the employer of our staff and so keeps some data on how Access to Work and other funding has been used to support any disabled employees. The LA has conducted an audit of staff (Autumn term 2007).
- The Educational opportunities available to and the achievement of disabled students. This base line data will consist of
 - Updated SEN and medical needs registers (together the "Register of Students with Disabilities"), which record name, stage on SEN code of practice (if appropriate), year group and information on

type of impairment to assist with support, monitoring and planning.

- Individual and group assessment data on our disabled pupils in accordance with the school's assessment policy.
- Behaviour and attendance data on disabled pupils.
- Data on bullying incidents including pupils involved, nature of incident, year group, gender, action taken and staff responsible.
- Data on the numbers of pupils on our Register of Students with disabilities who currently access extra-curricular activities.

The school is fully accessible for all wheelchair users.

During the life of the scheme the data content and type will be reviewed as set out in our action plan as follows. Our findings will be used to inform subsequent schemes.

- Our Register of Pupils with Disabilities will be reviewed to ensure that any other pupils who fall within the DDA definition of disability are included.
- Our assessment and target setting policies will be reviewed to ensure:
 - o That data available on disabled pupils both by group and individually is relevant and used to inform curriculum planning at all levels.
 - o The value added data on disabled pupils is available via the school tracking system.
- Our data on bullying incidents will be expanded to include category of bully and victim to monitor whether disabled pupils are disproportionately represented.
- Data on participation by disabled pupils in extra curricular activities will be expanded to include school trips and visits and used to establish whether any action is needed to increase participation and achievement by disabled pupils in this area. Subsequent data will be used to measure the success of any action taken.

The school acknowledges that those with disabilities are not required to disclose their disability. The school is also not obliged to collect data on parents, carers and other school users with disabilities. Our intention is that action is taken to promote disability equality in school which will benefit our whole school community.

We are committed to support any member of staff who chooses to disclose their disability and to working together to ensure reasonable adjustments are made to meet their needs. Any member of staff who wishes to discuss any matter in confidence, should speak to the Headteacher.

We invite any parent or carer who has difficulties on account of their disability in supporting their child, communicating with school or attending school events to discuss what support the school can provide in confidence with the Headteacher. For example providing information by email, letters in large font, providing a signer, explaining things over the phone, amending our website to help you access information or providing wheelchair access.

The school gives assurance that it will be responsive and supportive, whilst ensuring that any disclosure of disability is treated in confidence and only disclosed to others in school with consent and in compliance with Data Protection legislation.

Impact Assessment

Throughout the life of the scheme Governors will assess the impact of school policies on disability equality. Policies will be reviewed by Governors and the assessment will focus on:

1. Issues identified through the involvement of any disabled children, staff, parents, carers and
2. Any data gathered on the presence, participation and achievement of any disabled children. Governors will use the information and data gathered to set future priorities and to determine any changes needed to improved equality of opportunity.

Priorities in the School's Scheme / Plan

1. To improve the quality and scope of our data for the scheme.
2. To review our consultation and seek the views of the school community on any future priorities.
3. To increase access to the curriculum by:
 - Adapting teaching and learning and assessment strategies.
 - Promoting consistency of approach throughout the school.
 - Providing appropriate curriculum options.
4. To encourage staff, parents and carers with disabilities to work with the school to identify the support which we can provide to meet their needs.
5. To ensure that we meet our legal obligations to people with disabilities under relevant Disabilities Discrimination, SEN and other legislation.

3. IMPLEMENTATION:

This scheme will be implemented over a three year period. The Disability Equality Scheme will be published as follows:

- On the school website with notice to parents in a newsletter that the scheme is available.

The school has a Disabled Access Survey Report undertaken by Rhodri Dean in 2007.

The recommendations in the Report are being considered, as far as is practical, by the Health and Safety Governors Committee. This Report forms part of the Disability Equality Scheme / Accessibility Plan for the school.

Our scheme will be reviewed and revised every 3 years. The school welcomes comments from any interested party, with regard to improvements, and to ensure that equality of opportunity is accessible for all personnel regardless of any form of disability.

Date of next review: December 2010

FM : November 2007

FM : July 2009