



Policy Disability Equality (With regard to LA guidance)

School Motto

Dream, believe, achieve together.

Persons with Responsibility

Governors
Sara Walker
All staff

Linked Policies

Equal Opportunities
Child Protection

Next review: June 2021

FOREWORD

Valuing diversity is central to achieving the overall aim of Westwood Park School.

The governing body of **Westwood Park School** is therefore pleased to publish its Disability Equality Scheme. In developing the scheme, we have been able to identify and record the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be tackled. We will ensure that this Disability Equality Scheme is effectively implemented and scrutinised so that we meet the obligations placed upon us by the Disability Discrimination Act. We intend to use it to make real and tangible changes to how we conduct our business that will make a positive difference to the lives of disabled people. Promoting disability equality in **Westwood Park School** will be a continuous process. It will be undertaken in partnership with the wider community and of course with disabled people themselves. We would like to thank those who have been involved in developing the scheme and we hope that we can continue to work together with disabled people to achieve disability equality in **Westwood Park School**.

Chair of Governing Body - Paul Ford

1. INTRODUCTION

1.1 The duty to promote disability equality

The Disability Discrimination Act 1995 was a landmark in equality legislation, making it unlawful to discriminate against someone because of his or her disability. It also required organisations to make 'reasonable adjustments' so that a disabled person could take a job, continue to work for an organisation or access services.

The Disability Discrimination Act 2005 amended the 1995 legislation. It introduced the duty to promote disability equality, which partly parallels the duty to promote race equality introduced under the Race Relations (Amendment) Act 2000. The duty to promote disability equality contains two elements – a general duty for all public bodies and a specific duty, which applies to a more limited number of specified public authorities, including maintained schools. The Code of Practice produced by the Disability Rights Commission (DRC) states that the “overarching goal of the duty is to promote equality of opportunity”. In many cases the disadvantage and discrimination that disabled people experience arise from attitudinal and environmental barriers. The duty to promote disability equality aims to overcome these barriers.

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 in the wider community and in the non-educational services they might provide.

This Scheme builds on our accessibility plan and develops our work further to include:

- A definition of both disability and inclusion that is wider than special educational needs* and applies to all vulnerable groups
- Taking a proactive approach in making reasonable adjustments
- Work with pupils, staff and parents/carers
- Involving the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan.

1.2 The general duty

The general duty to promote disability equality places a duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

1.3 The Specific Duty

The specific duty requires a designated public authority (which includes schools) to produce and publish a Disability Equality Scheme (DES), setting out how it will fulfil its general and specific duties to promote disability equality. Disabled people must be involved in the development of the Scheme.

* the legislation includes in the definition of SEN any pupil who has significantly greater difficulty in learning than the majority of peers or a disability preventing or hindering access to educational facilities

2. Westwood Park's VISION AND VALUES

2.1 Our vision and values

Westwood Park's vision and values are to ensure that we tackle discrimination at every level within our school. We will seek to promote diversity and equality by ensuring that all people are accommodated equally in our school. .

2.2 Who do we mean by "disabled people"?

The Disability Discrimination Act 1995 definition of a disabled person is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means "more than minor or trivial" and long-term means lasting or expected to last 12 months or more.

Disability is said to an adverse effect if it affects one or more of the following

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, eg

- The time and effort that might need to be expended by a disabled child
- The inconvenience, indignity or discomfort a disabled child might suffer
- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

Another way of considering whether particular special educational needs are disabling is illustrated in the table below:

	Physical, hearing, vision	Speech, comprehension	Learning	Perception of risk or danger
Autistic spectrum		✓	Some	✓
Behaviour		Some	Some	✓
Dyslexic-type needs			✓	
Other learning needs		Some	✓	Some
Physical sensory	✓	Some	Some	Some

The school governing body and senior managers collect information regarding staff and pupil headcount by gender, disability, age and ethnicity, including data and other information on staff recruitment and progression. The school seeks to collect this information sensitively and confidentially, while encouraging disclosure.

2.3 Discrimination Disabled People Face

Disabled people are discriminated against in a number of different ways. These include

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people.

2.4 Action To Date

Our Disability Equality Scheme will take a fundamental step in removing these discriminatory barriers for disabled people in **Westwood Park School**. The Scheme builds on what we have done already to promote equality for disabled people.

For example we have adopted:

- An Accessibility Plan which aims to
 - Increase the extent to which disabled pupils can participate in the school curriculum
 - Improve the physical environment in **Westwood Park School** to increase opportunities for disabled pupils
 - Ensure that disabled children are provided with information in formats that are accessible for them
- An Equal Opportunities Policy.

3. INVOLVEMENT

3.1 Involvement of Disabled People in Developing the Scheme

We have asked all parents/carers to identify if either their child or they themselves are disabled. We have asked staff and governors to disclose if they have a disability. From this information we invited disabled people to become part of the Disability Equality Group so that people with disabilities can input into the decision making process.

As part of the Disability Equality Group disabled people will be able to set, review and monitor the action plan in order to implement the changes necessary to make school more accessible on all levels for disabled people.

3.2 Developing a voice for disabled pupils, staff and parents/carers

We ensure that pupils and parents/carers are involved in review meetings, transition planning, etc. We encourage disabled pupils, staff and parents/carers to participate in public life. Parents and pupils are involvement in the development and monitoring of both the scheme and the action plan. Disabled pupils are represented on the school council who feed in to issues about how the school deals with discrimination against all people.

3.3 The Governing Body

We actively encourage disabled parents/carers/community members to become governors by ensuring we write to all the parents we have registered as disabled when recruiting new governors.

3.6 Eliminating harassment and bullying

Our school bullying policy outlines how discrimination, bullying, harassment of disabled children and adults will be dealt with.

3.7 Reasonable Adjustments

How effective are reasonable adjustments and how do you measure their effectiveness? e.g. teaching and learning breaks, lunchtime, after school clubs and trips (out of school activities).

3.8 School Facility Lettings

Use by the community and PTA etc (e.g. more disabled parking if letting for a function- part 3 of DDA)

3.9 Information, Performance and Evidence

a. Pupil Achievement

We will monitor the progress of disabled pupils in school to ensure they are making the appropriate progress for the individual. If pupils are underperforming we will support the child through the current systems in place in school.

b. Admissions, Transitions, Exclusions (including Behaviour cases)

Exclusion figures will be monitored to discover if children with disabilities over-represented.

c. Social Relationships

We will be consulting with our disabled pupils to monitor how they feel about their social relationships in school. We will action any social groups etc necessary depending on this data and will continue to monitor the well being of our disabled pupils in school by consulting with them.

d. Employing, promoting and training disabled staff

We will monitor the recruitment and promotion of disabled staff in school, to see them impact of our recruitment policies.

4. IMPACT ASSESSMENT

Westwood Park recognises the importance of assessing the impact of its current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning. This will be done by the Disability Equality Group.

Westwood Park therefore regularly monitors the impact of the school's policies. This is captured by means of the school's equalities monitoring process which involves

- Consultation with disabled stakeholders, in order that areas for change can be identified, through the Disability Equality Group.
- Analysis of information from data collection relating to disability.

This Disability Equality Scheme is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

5. OUR PRIORITY AREAS IDENTIFIED IN THE ACTION PLAN

Access to the curriculum

Behaviour and exclusions – We will review our behaviour policy every September and look at making it differentiated with reasonable adjustments for disabled pupils.

Teaching and Learning - In our monitoring procedures we will ensure all teaching staff are using the QCA General Inclusion Statement and that they apply it in their planning and teaching. We will look towards making joint planning time being made available for teachers and teaching assistants/LSA on a regular basis.

Curriculum – developing positive attitudes – We will try to ensure that some part of the curriculum in each year raises disability equality issues.

Data collection, monitoring and assessment – We will ensure the achievement of disabled pupils monitored by impairment. We will seek to identify all disabled pupils. We will have a system in place to identify all disabled parents and their access needs. Disabled pupils' achievements tracked in addition to their general attainment levels.

Participation and engagement

Engaging disabled pupils, staff, parents and local community developing a voice (parents and governing body) – The School Council will include disabled representatives where possible. Disabled pupils will be given positions of responsibility. Governors will be made aware of their statutory responsibility to promote disability equality.

Eliminating harassment and bullying - The school's anti-bullying policy will refer to bullying which can be directed at disabled children and adults.

Employment

Employing and promoting, training disabled staff

The school monitor the number of staff it has who count as disabled people under the DDA 2005. The school will attempt to provide reasonable adjustments for disabled staff. The school allow disabled staff additional time off for treatment for their condition without penalising them.

Access to information and services

Lunchtime or after school clubs and trips – We will try to ensure that all pupils, parents/carers or staff can participate in visits/activities whenever possible.

Medical and personal care needs - Disabled children and their parents/carers will be consulted on how they want the procedure or administration of medication carried out.

Health and Safety - Evacuation procedures have been developed and that take full account of the needs of disabled people. Care Plans to be in place for the meeting of health needs of the administration of medication.

Admissions, Transitions - Induction and timely support will be provided to pupils and parents/carers, and staff. Reasonable enquiries will be made at admission or transition stages to find out whether pupils or existing pupils have additional needs.

Physical access

Lettings and use of building by community – The school’s lettings policy will specify the type of adjustments that the school and other local services can provide. Does the school will examine capital projects to maximise access and reasonable adjustments.

Information we will collect

This scheme will monitor -

- Disabled pupil attainment
- Effectiveness of reasonable adjustments
- Recruitment, retention and career development of disabled staff
- Admissions of disabled pupils
- Exclusion of disabled pupils

We will use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this plan and identify future priorities.

Looking ahead

We are aware of the following challenges for our school that may impact on our work to promote disability equality. See our action plan for details.

Action plan

Our priority actions are in the Disability Action Plan – available from school.

6. MAKING IT HAPPEN

6.1 Implementation

This Disability Equality Scheme represents the school's vision backed up by key actions which will be carried out within the next three years. There will be:

- Clear allocation of lead responsibility
- Clear allocation of resources
- Indication of expected outcomes
- Clear timescales
- Specified time-scale for process and review:

6.2 Evaluation

There will be internal evaluation of this scheme as above, and also with the school improvement partner and OFSTED. Evaluation of this scheme will therefore be incorporated into the OFSTED SED, as will the data giving information on the number of disabled pupils in the school, and their achievements. This will be shared with Governors.

6.3 Publication

This document is published in conjunction with the school's Access Plan and forms part of the school's improvement plan and equal opportunities policy.

6.4 Reporting

There will be a regular report on this scheme demonstrating:

- Progress made

- Outcomes achieved
- Work in progress
- Amendments to the scheme.
- Be available to all school members in hard copy, and in the form of alternative communication where necessary.

6. 5 Links with other school plans and policies:

This Scheme is to be read in conjunction with the School Access Plan. Together, they are intrinsic to:

1. The Collaborative School Action Plan
2. The Equal Opportunities Policy
3. Anti-Bullying Policy
4. Protection of Employees and associated documents (including Bullying and Harassment)

Review Date: June 2021

Senior Member of Staff Responsible: Sara Walker

Designated Member of Staff: Alison Guite

Governor Responsible: Susan Robinson

If you need further copies of this document, or would like the document in another format, such as enlarged print, Braille, audio tape or another language, please contact:

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