



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL



DISABILITY EQUALITY SCHEME POLICY

2021 -2024

'Making Learning a Life Long Friend'

Approved by Governors:

Approved:	SPRING 2021
Review Date:	SPRING 2024

Background

Since December 2006, there has been a legal duty on all public sector organisations to promote equality of opportunity for disabled people.

The Governing Body has three key duties towards disabled pupils under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason 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.

OFSTED 2012

Schools and local authorities must carry out accessibility planning for disabled pupils. These are the same duties that previously existed under the Disability Discrimination Act and have been replicated in the Equality Act. Schools must implement accessibility plans which are aimed at:

- *increasing the extent to which disabled pupils can participate in the curriculum;*
- *improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and*
- *improving the availability of accessible information to disabled pupils, parents and carers.*

In addition, the Disability Equality Duty (2006) requires all schools to:-

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

This duty requires schools to:

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.

- Publish the DES/Action Plan.
- Demonstrate they have taken action identified to achieve outcomes.
- Report on progress, review and revise the DES annually.

St Anne's School Values and Aims

Our school values:-

Honesty, Respect, Faith, Perseverance, Kindness, Community

Our school aims:-

Our aim is to make St. Anne's a fun and exciting school

- Our lessons will be interesting and enjoyable
- We are a creative school
- We support our learning through other activities which include after school clubs, visits and visitors.

Our aim is to make St. Anne's a caring school where we feel safe

- We help and care for each other as part of God's family
- We will not accept bullying and everyone should feel valued
- We will listen to each other and everyone will have someone they can talk to
- We will be helped to make right choices in life and stay safe

Our aim is to do well at everything we do and make a success of our lives

- We will always be challenged to do our best
- We will help everybody to succeed
- We will make a difference to our world

Our aim is to be a healthy and active school

- We will have lots of opportunities to take part in sport
- We will know how to be a good fair sportsman or woman
- We will know and learn how to stay healthy

Our aim as a Church school is to learn more about faith

- We will learn that faith is important for many people
- We will be helped to grow in our faith
- We will treat all people as special in God's eyes

Our aim is to have good relationships with our community

- We will work in partnership with parents
- We will support and involve our community and the wider world

In order to achieve these aims, all members of our community including those with a disability must be able to access provision when they attend school.

The values also underpin our aims. All members of our community have a duty to respect the rights of others and to take responsibility for removing barriers to learning for disabled pupils.

Pupil data

The DDA defines a disabled person as someone who has:

"a physical or mental impairment which has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). A fuller idea of what disability means in our school can be seen in the section Definition of Disability Is Tom Disabled? Appendix A.

We have created a list of pupils who have a disability that fits the description given in the Disability Discrimination Act 1995. We have included all the pupils on the Special Educational Needs Register, pupils with a known medical condition and any other children known to staff, that may be considered to be disabled. This is now part of the school's data available to all staff.

Staff have the opportunity to disclose any disability to the Headteacher in confidence. New staff will have this opportunity on application and following appointment. (When we recruit new staff we follow the County's Human Resources guidelines.)

Development of data showing disabilities of governors, parents, carers, guardians and other users of school will be ongoing.

The full list is available in Appendix B

Developing the Scheme with as Many Views as Possible

To achieve a welcoming school for *everyone* it is important that all users of our school have chance to voice their thoughts. Where adjustments need to be made, the best people to inform us about those adjustments are the people with the disabilities.

We appreciate the range of views from all users of our school. This will help us to remove the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes

- Being able to move around the building and grounds easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.
- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme - through training and 'awareness raising' - so that staff and pupils in every thinking about being proactive in including disabled people in every aspect of school life.

Increasing the extent to which disabled pupils can participate in the curriculum

At St Anne's we believe that an exciting, engaging, and effective curriculum is essential to enable high quality teaching and learning to take place.

In the Early Years Foundation Stage children follow short topics that address the requirements of the EYFS Curriculum, and enable all children to make at least expected progress across the

six areas of learning. In Reception the children engage in a structured phonics approach called Read Write Inc that enables them to develop early reading and writing skills. Children in EYFS and Key Stage One work in groups at an appropriate level to their individual needs for phonics; the programme is used with children across Key Stage Two as an intervention and support strategy.

Children in Key Stage One take part in daily mathematics and English lessons supported by the National Curriculum 2014. These lessons take place in mixed ability groups.

Children in Key Stage One and Key Stage Two follow the school's bespoke creative curriculum in which they develop key skills for learning through engagement with termly cross-curricular topics. Topics are carefully planned in advance to ensure that the children develop key skills for learning at the appropriate level as outlined in the school's success criteria lists, and the knowledge, skills and understanding as required by the National Curriculum. Subject areas are linked to the topic theme where appropriate, contrived links are avoided, enabling areas of particular subjects to be taught in isolation from the topic theme where appropriate. The key skills curriculum topic is used as the context for the development of English across the curriculum, including within the daily English lesson.

Children in Key Stage Two take part in daily English and Maths lessons in mixed-ability classes.

High standards of professional performance are expected from all of our staff. The staff form an extremely professional and committed team who work hard in the interests of the education of all pupils.

- The school holds Dyslexia Friendly Status Level 1 and aspires to gain level 2 accreditation.
- Children are taught using a variety of teaching and learning methods based on what each child needs.
- All children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- Individual Education Plans are written, SEN register is kept up to date and includes details of intervention programmes offered to pupils.
- Advice is sought from SENSS Advisory Teacher, Educational Psychologist, Speech and Language, Autism Outreach and many other outside agencies to inform staff of the best ways to provide reasonable adjustments.
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that all pupils are appropriately supported.
- Parents are encouraged to help their children with reading, writing and number work.
- Wherever necessary trained staff undertake the EHA process with the parents/carers of vulnerable children. A multi-agency Team Around the Child is formed, and meets regularly to ensure that children have the support they need, to be healthy, stay safe,

enjoy and achieve, make a positive contribution and achieve economic well being (Every Child Matters outcomes).

- Educational Visits are fully inclusive and available for all children.
- Educational visits are carefully planned with needs of disabled children carefully considered.
- Risk assessments are completed prior to any educational visit taking place; specific reference is made to any child or member of staff with a disability.
- Attainment and achievement assessment data is collected for all children. This data is carefully monitored to ensure that the progress of all children is carefully tracked.
- The progress of all children is specifically tracked, monitored, and reported upon to SLT and Governors.

Differentiated tasks are prepared for identified pupils and continued partnership with the many outside agencies has meant that the school can plan and adapt the curriculum to suit the requirements of all pupils.

The school has a large, experienced team of Teaching Assistant. Teaching assistants are trained in the delivery of a variety of targeted intervention strategies.

Detailed provision mapping is undertaken for every year group in school. Staff identify children's needs through interaction with a variety of assessment data, discussions with each other and outside agencies, discussions with parents/carers and children, reviews of IEPs etc. Resources are then matched to the children's needs, and intervention strategies provided either individually or in small groups.

The school works very closely with the school nurse to ensure that the needs of children with medical conditions are successfully met; care plans are developed with school staff and parents and carefully monitored.

At St Anne's Primary School we are committed to ensuring that where necessary children can receive medication from trained staff during the school day.

Improving the physical environment of the school.

The school is built on one level. Wheel chair access is available to access all areas through a lift. Space is restricted in some classrooms and class sizes are large.

There is no disabled car parking facility on school property. However there is one in close proximity on the village hall car park. There is one disabled toilet in school.

Recommendations:

Liaise with other agencies eg Hearing Impairment Team.

During H&S walkabout ensure DES provision is developed.

Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school as are practicable within stakeholder requirements and budgetary constraints.

St Anne's proactively seeks information regarding admissions of disabled pupils at its earliest opportunity and seeks to identify reasonable work that needs to be carried out to directly benefit any pupil.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

As part of the Schools Dyslexia Friendly Status adjustments have been made to ensure better access to written materials:

Work sheets are differentiated by content and colour (where necessary).

Comic Sans is generally used as a matter of good practice.

Appropriate dyslexia friendly Interactive Whiteboard backgrounds are used (where necessary).

Classrooms and corridors have pictorial clues and key words displayed.

Visual timetables are provided for pupils where needed.

The school website is simple and easy to access.

School sends out school newsletters to parents/carers every fortnight and these are available on the school's website. Large print versions are offered.

All parents are offered the opportunity to speak to teachers to discuss pupils' progress or any concerns they may wish to discuss not only at consultation evenings but in person or by telephone whenever the need arises.

Pupil information, such as worksheets, is provided in an appropriate format taking into account impairments and preferences expressed by the pupils themselves, their parents or specialist services working in conjunction with teachers.

Where necessary, access arrangements for Key Stage 1 and 2 SATs are explored so that children with visual or hearing impairment are provided with appropriate resources.

The SENCO, along with the Year 6 class teacher (deputy headteacher) is experienced in applying for any extra time that children may require to complete the KS2 SATs.

Management, Co-ordination and implementation

The Disability Equality Scheme and Accessibility Plan is formally adopted by the Governing Body.

The Action Plan will be reviewed annually at the Governors 'Business Resources' Committee meetings in the Summer Term and then formally adopted by the Full Governing Body in the Autumn term.

The Scheme and Plan will be reviewed and a revised scheme published every three years. Evidence for the evaluation will take place through:

- Face-to-face meetings with pupils, staff, parents and stakeholders
- Review of documents
- Staff awareness
- Lesson observations
- Parents opinions on questionnaires

All school policies will be reviewed to ensure that they comply with DES.

Publishing the school's plan

The school makes the accessibility plan available in the following ways:

- Through the School Office
- On the school web-site
- Making it available in alternative formats on request

PART I

DISABILITY

Meaning of 'disability' and 'disabled person

1. - (1) Subject to the provisions of Schedule 1, a person has a disability for the purpose of this Act if he has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

(2) In this Act 'disabled person' means a person who has a disability.

Past disabilities

2. - (1) The provision of this Part and Part II and III apply in Relation to a person who has had a disability as they apply in relation to a person who has that disability.

(2) Those provisions are subject to the modification made by Schedule 2.

(3) Any regulations or order made under this Act may include provision with respect to person who have had a disability.

(4) In any proceedings under Part II or Part III of this Act, the question whether a person had a disability at a particular time ('the relevant time') shall be determined, for the purpose of this section, as if the provisions of, or made under, this Act in force when the act complained of was done had been in force at the relevant time.

(5) The relevant time may be a time before the passing of this Act.

Fuller Definition of Disability

The Disability Discrimination Act 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.*'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means '*more than minor or trivial.*' '*long-term*' means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments such as

- Dyslexia
- Autism
- Speech and language impairments
- Attention Deficit Hyperactivity Disorder (ADHD).

An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The effect on normal day-to-day activities is on **one or more of the following:**

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing and eyesight
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

There are special provisions for people with progressive or recurring conditions.

At St Anne's C.E. Primary we will collect details of disabled

- Pupils - A list will be created using SEN register, medical records and entry data sheets. This will be held on the main school data base.
- Parents/Guardians/Carers - this information will be gathered from disclosure to school or from entry data sheets. This will be held on main school data base.
- Staff - by choosing to disclose the disability in confidence to the Headteacher. In future this information will be ascertainable from a job application form. This will be held on main school data base.

Disability Information will be Audited According to Type:

Type of Disability	Including	
Physical Impairment	Mobility difficulties, limb malformation, missing limb	
Sensory Impairment	Sight and Hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty including SpLD	Dyslexia, dyspraxia, ADHD, ASD, Obsessive compulsive Disorder	
Medical Condition	Diabetes, Arthritis, Cancer, Depression and many other conditions which require long term treatment	
Social, Emotional and Behavioural Difficulties	Behaviour and emotional differences which impact daily life	
Speech and Language	Development delay or physical difficulties leading to Sp & L extra needs.	

Is Tom Disabled?

1. Does Tom 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 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 PE.
 - Ability to lift, carry or otherwise move every day objects: carrying a full school bag or fairly heavy items
 - Contenance: going to the toilet or controlling the need to go to the toilet
 - Speech: communication 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 and visual presentations in the classroom.
 - Emory 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. jumping from a height, touching hot objects or crossing roads.
2. Is Tom's difficulty caused by an underlying impairment or condition?
3. Has Tom's impairment or condition lasted a year or more?
4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to question 1 to 4 then Tom is probably disabled under the Disability Discrimination Act. If Tom received medical or other treatment to reduce or remove the

effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

The three circles, based on the NC inclusion statement

National Curriculum inclusion statement

The National Curriculum incorporates an overarching statutory inclusion statement. This outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It requires teachers to have due regard to the three principles that are essential to developing a more inclusive curriculum. These are:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The National Curriculum handbooks give further details and examples of how these principles may be achieved in practice.

Learning objectives: Inclusion is not necessarily about every pupil working on the same learning objectives as every other pupil in the class. Where necessary teachers should use earlier or later objectives for pupils who are out of step with their peers. They can then plan how to address these objectives through differentiated questioning, the support of a bilingual assistant and demonstration during whole class teaching, and through the work they plan for individuals and groups.

Access: Teachers should also be very aware that newly arrived pupils can work on the same learning objectives as others in the class, as long as the teacher plans access strategies to overcome a barrier between the pupil and the learning, for example if a barrier is lack of fluency in English explanation can be given in the pupil's first language, bilingual writing frames can be used and starter activities might include practice, processes or prompts (see useful weblinks).

Teaching styles: This means varying teaching styles to take account of the way in which different pupils learn, for example use of visual, auditory and kinaesthetic modalities, varying length of tasks and whether tasks are open or closed.

The three circles are often in use in classrooms, but usually not all together. For example, the learning objectives may be right in programmes, which break mathematics learning down into very small steps, but if teaching styles are not also varied you will get 'death by worksheet'. To give another example, the access strategy may be to attach a teaching assistant to the child, but if the appropriate learning objectives and teaching styles are not also adjusted, the child may be 'helped' to access a totally inappropriate curriculum.

Appendix B

Pupils with a Special Educational Need or Disability- Entry 2018

Name	Reasonable Adjustments	Impairment	Status

Appendix C

Exclusions 2017-18

Year Group	Name	Disability Register	Type Disability	No of sessions exclusion	
Running total for children on Disability Register					
Running total for children NOT on Disability Register					

Between September 2011 and July 2012 0% of the exclusion sessions were given to children who may be deemed 'Disabled'.

Action Plan for Disability Equality Scheme
2018-2021

	Activity	Responsible	Timescale	Outcome
Collecting views to inform scheme	Distribute information finding letter to parents, staff and governors annually.	HT	Autumn 2019	
	Collect views of disabled pupils through School Council	School Council leader	Summer 2019	
	Write questionnaire to parents that includes opportunity to raise access/disability issues.	HT	Summer 2019	
	Introduce HT drop in sessions with an opportunity to collect views of disabled users of school with specific focus on home school communication.	HT	Summer 2019	

	Activity	Responsible	Timescale	Outcome
Policies and Initiatives	Behaviour Policy and Bullying Policy- update to reflect schools responsibilities regarding DES	SLT/ Gov	Spring 2018	
	Review PHSE/Citizenship curriculum to reflect schools approach to highlight awareness of disabled people's needs.	SLT/ Coordinator/ Gov	Spring 2019	
	Review key skills curriculum for DES compliance	HT/SLT	Summer 2019	

	Activity	Responsible	Timescale	Outcome
Access to curriculum	Actively seek feedback from Learning Teams to share good practice relating to disability issues and data.	Leaders of learning/ SMT	Spring 2019	
	Year group teams to review creative curriculum to ensure that: <ul style="list-style-type: none"> • There are not any barriers to access or achievement • That disabled people and issues are represented in content of topics 	Curriculum Leadership Team	Summer 2018	
	Review ICT provision particularly access to the printed word. Investigate use of Read Aloud type of software.	SLT/ ICT coordinator	Spring 2019	

	Activity	Responsible	Timescale	Outcome
Access to wider curriculum	Review extra curricular club provision with regard to the DES	Clubs coordinator	Summer 19	

	Activity	Responsible	Timescale	Outcome
Improving Physical Environment of school to increase access for Disabled people	Identify disabled parking bay close to the school building and paint markings.	HT	Autumn 2018	
	Ensure that all steps in school have yellow lines of the edges	C/T	Autumn 2018	
	Liaise with other agencies eg Hearing Impairment Team, Diabetes team for DES provision.	HT/SENCO	Ongoing	
	During H&S walkabout ensure DES provision is developed.	Gov Business Resources	Annual walkabout	

Assessment will be:-

- the completion of essential set up tasks
- the impact of better awareness of everyone in school producing more positive opinions

Monitoring and evaluation to be done annually by *Governors Premises/ H&S Committee*