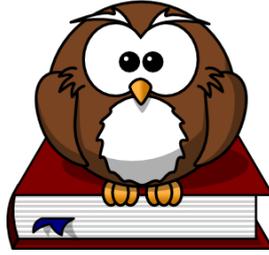


Abbott Community Primary School



Disability & Equality Policy 2017-2018

School Ethos, Vision and Values

Abbott Community Primary School has high ambitions for its disabled pupils, expects them to participate and achieve in every aspect of school life and is fully committed to achieve the 5 Every Child Matters outcomes for all its pupils.

We make all pupils, staff, parents/carers and visitors feel welcome irrespective of race, colour, creed or impairment and aims to identify and remove any barriers to people with disabilities.

Abbott Community Primary School is committed to equal opportunities and implementing the National Curriculum Inclusion Statement. This is demonstrated by the way we:

- set appropriate learning challenges and targets for all pupils
- are responsive to the diverse needs of pupils and staff
- overcome potential barriers to learning and participation in all areas for individuals and groups of pupils

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 2005). We understand that this definition covers a broad spectrum of impairments which could include:

- Cancer
- Diabetes
- Epilepsy
- HIV
- Multiple Sclerosis
- Hearing and Sight impairments
- Long term mobility difficulties
- People with mental health conditions

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. 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 educational needs. Manchester City Council recognises that social, educational and behavioural difficulties are part of this definition.

The General Duty

The General Duty requires that every public authority should:

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

How we will meet the General Duty & Specific Duty

The production of this disability equality scheme 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.

- We seek to increase access to the curriculum by ensuring that each curriculum policy statement includes a reference to the practical ways that area of the curriculum can be accessed.
- We continue to consult with children, parents/carers and supporting professionals to ensure that all areas of the school and its opportunities are open to all pupils and families.
- We ensure that positive images of disability are displayed.
- All extracurricular activities and school trips are open to all pupils (age appropriate).
- The academic progress of pupils with disabilities is carefully monitored and appropriate resources will be made available to enable full access to the curriculum and to potential.

Involvement of Disabled People in Developing the Scheme

Responsibility for developing this scheme lies with the Head Teacher, SENCO, a School Governor and if possible a parent of disabled child,

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

Disabled pupils and their parents and other disabled members of the school community will be involved in devising, monitoring and evaluating this scheme. Pupils and their parents will have a direct voice into this scheme through review with the Head Teacher or SENCO.

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 to aid monitoring of measures taken to ensure that Every Child Matters.

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 will 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.

Reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents. The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully:

- in the classroom
- in the school curriculum
- at all times and in all parts of the building
- and when
- 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 students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

Gathering Information

We will gather information from a variety of sources to enable the school to have a clear picture of how useful existing data is in producing relevant information about meeting the needs of its disabled pupils and staff. We will use a range of activities to enable the active engagement of disabled young people and adults at all stages of the process. The following are examples of activities we will be using:

- questionnaires
- discussion group
- school council
- working parties
- meetings

Information, Performance and Evidence

The school will collect data annually to help monitor the impact of its policies. Data collected will include information on

- Pupil Achievement
- Learning Opportunities - i.e. take up of courses/external visits
- Exclusions
- Social Relationships
- Employing, promoting and training disabled staff

Assessment of Impact

This Disability Equality Scheme will be reviewed in _____ and the impact of the actions taken to adjust and amend the school's policies and practices on disability equality will be assessed through the following outcomes:

- improved achievements for pupils with disabilities
- increased participation of pupils with disabilities in all activities and areas of school life
- increased number of pupils with disabilities admitted to the school
- increased number of staff with disabilities in the school
- improved access to the school for people with disabilities

Monitoring and Reporting

The following action plan will be reviewed every year by the Governing body and steering group in consultation with stakeholders.

| Target | Action needed | Person | Timescale | Resources needed | Measurable impact |
|---|--|--------------------------------|--|---------------------------------|---|
| To ensure that all new admissions and new staff are catered for | Disability questionnaires completed along with admission form as well as given to new members of staff | PW EW JM ZA JW | Ongoing | Questionnaires | What response did the survey have? From the responses does the school cater for needs of any new admissions? |
| For all pupils to be involved in PE | Meet the pupils recognised (as well as their parents) to discuss the best ways to involve them in PE lessons. | EW JC [PE Lead] D Knight | As pupils enter or school becomes aware | Inclusion Register PE Scheme | Are all pupils taking part in PE Lessons? |
| Pupils with disabilities participate in all areas of school life | Identify barriers to participation in activities, on and off site, to which pupils with disabilities may have limited access Involve School Council and carry out a survey of pupils with disabilities to identify barriers | SENCO PW A Bester | Ongoing | Inclusion Register | Adjustments made enabling pupils with disabilities to participate in all activities <ul style="list-style-type: none"> • school trips/visits • school clubs • school council |
| Ensure that the curriculum in each year group raises disability equality issues | Audit PSHCE /SEAL curriculum to ensure disability equality issues are covered. | SENCo | Ongoing – new CSE curriculum – Summer 2016 | PSHCE /SEAL Schemes of work | Disability equality issues will be covered in PSHCE or SEAL/ circle time |
| To examine the behaviour policy to see if any | As part of the review of the behaviour policy | SLT All staff | Regular reviews | Behaviour and attendance SEF | Is the policy inclusive and reflective of the |

| | | | | | |
|---|--|--------------|--------------------------------------|--|--|
| changes need to be made in the light of identified needs. | consider if there needs to be amendments made to cater for children with special needs. | | | Current policy | needs of all pupils? |
| Monitor outcomes and achievements for pupils with disabilities. | Use SEN Register and current assessment data to track progress of pupils with disabilities. Compare end of KS results for pupils with and without disabilities and set appropriate targets. | SENCo SLT | Half-Termly | Tracking data SEN register | Appropriate targets for pupils with disabilities |
| That the evacuation procedures cater for all disabilities | Ensure that the evacuation procedures cater for all disabilities. SENCO to identify the pupils and adults that would need to be considered and SLT to ensure that the current plan reflects their needs. | SENCo SLT | Updated when new needs come to light | Current evacuation plans Inclusion Register | Can all pupils and staff safely evacuate the building? |