



# Disability Equality Scheme and Disability Accessibility Plan for Pupils Policy

Reviewed- September 2018

Head teacher- D.Hughes  
Chair of governors- A.Clarke

## **Disability Equality Scheme and Disability Accessibility Plan for Pupils**

We believe this policy relates to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

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We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In response to the Access Audit undertaken by the Local Authority we have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school. The plan is as follows:

| Development area                          | Targets  | Strategies   | Outcome and by when | Goals achieved |
|---|--|--|---------------------|----------------|
| Delivery of the curriculum                | For the curriculum to be fully inclusive and accessible to all.                            | Detailed planning with annual reviews- fully differentiated.   | On going            | On going       |
| The physical environment of the school    | All areas fully accessible.<br>To consider disabled access during any alteration/upgrades. | All access areas clear and fully labeled.<br>Consultation with county planning/design to ensure all needs are met. | On going            | On going       |
| Provision of information in other formats | Any format requirements will be implemented.   | Fully liaise with all stakeholders to ensure all needs are met.  | On going            | On going       |

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aim**

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
  - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
  - treat disabled pupils less favourably
  - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty to respect the child's and parents right to confidentiality;
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- the responsibility endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:
  - setting suitable learning challenges
  - responding to pupil's diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher**

The Headteacher will:

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- work closely with the link governor;
- in conjunction with the Governing Body devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school personnel with disabilities;
- inform the Governing Body on the training programme for school personnel;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Nominated Governor (Chair)**

The Nominated Governor will:

- work closely with the Head teacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Premises/Curriculum Committee**

The Equal Opportunities Committee will fully integrate disabled people into this school by:

- undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be taken into account;
- identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides;
- identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers;
- identifying what needs to be done to improve communicating written information to disabled people;
- helping pupils to recognise, understand and learn how to treat people with disabilities by:
  - identifying different kinds of disabilities
  - visualising what it might feel like to be disabled
  - supporting and interacting with disabled people

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- empathising
- ensuring good lines of communication are in place with parents namely:
  - newsletters
  - weekly information letters
  - school website
  - annual pupil reports
  - termly parent-teacher consultations
  - curriculum evenings
- identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;
- identifying what needs to be done to improve our provision of courses for adults and families who have particular needs in the community;
- identifying the training needs of school personnel;
- annually review this policy and the Disability Accessibility Plan

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

### **Role of the School Council**

The School Council will be involved in:

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- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;

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### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such as annual report to parents and Headteacher reports to the Governing Body
- information displays

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - Inclusion
  - Special Educational Needs & Disabilities
  - Equal opportunities
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### **Equality Impact Assessment**

### **Westlea Primary School**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

#### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the Head teacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

#### **Linked Policies**

|              |             |  |
|--------------|-------------|--|
| ▪ Equalities | ▪ Inclusion | ▪ Special Educational Needs & Disabilities |
|--------------|-------------|--|

|                                 |          |              |                |
|---------------------------------|----------|--------------|----------------|
| <b>Headteacher:</b>             | D.Hughes | <b>Date:</b> | September 2018 |
| <b>Chair of Governing Body:</b> | A.Clarke | <b>Date:</b> | September 2018 |

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Initial Equality Impact Assessment

| Policy Title   | The aim(s) of this policy | Existing policy (✓) | New/Proposed Policy (✓) | Updated Policy (✓) |
|--|---------------------------|---------------------|-------------------------|--------------------|
| Disability equality Scheme and Disability Accessibility Plan for Pupils Policy |                           |                     |                         | ✓                  |

| This policy affects or is likely to affect the following members of the school community (✓) | Pupils Yes | School Personnel | Parents/carers | Governors Yes | School Volunteers | School Visitors | Wider School Community |
|--|------------|------------------|----------------|---------------|-------------------|-----------------|------------------------|
|  |            | ✓                | ✓              |               | ✓                 | ✓               | ✓                      |

| Question  | Equality Groups |   |    |            |   |    |        |   |    |                 |   |    |                        |   |    | Conclusion |   |    |                    |   |    |                    |   |    |     |    |    |   |    |    |     |    |
|---|-----------------|---|----|------------|---|----|--------|---|----|-----------------|---|----|------------------------|---|----|------------|---|----|--------------------|---|----|--------------------|---|----|-----|----|----|---|----|----|-----|----|
|   | Age             |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race       |   |    | Religion or belief |   |    | Sexual orientation |   |    | Yes | No |    |   |    |    |     |    |
| Does or could this policy have a negative impact on any of the following?           | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y          | N | NS | Y                  | N | NS | Y                  | N | NS |     |    | Y  | N | NS |    |     |    |
|   | ✓               |   |    | ✓          |   |    | ✓      |   |    | ✓               |   |    | ✓                      |   |    | ✓          |   |    | ✓                  |   |    | ✓                  |   |    | ✓   |    |    |   | ✓  |    |     |    |
| Does or could this policy help promote equality for any of the following?           | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y          | N | NS | Y                  | N | NS | Y                  | N | NS | Y   | N  | NS | Y | N  | NS | Yes | No |
|   | ✓               |   |    | ✓          |   |    | ✓      |   |    | ✓               |   |    | ✓                      |   |    | ✓          |   |    | ✓                  |   |    | ✓                  |   |    | ✓   |    |    | ✓ |    | ✓  |     |    |
| Does data collected from the equality groups have a positive impact on this policy? | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y          | N | NS | Y                  | N | NS | Y                  | N | NS | Y   | N  | NS | Y | N  | NS | Yes | No |
|   | ✓               |   |    | ✓          |   |    | ✓      |   |    | ✓               |   |    | ✓                      |   |    | ✓          |   |    | ✓                  |   |    | ✓                  |   |    | ✓   |    |    | ✓ |    | ✓  |     |    |

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| <b>Conclusion</b> | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |
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|-------------------------------------|-------------|------------------------------------|-------------|
| <b>Preliminary EIA completed by</b> | <b>Date</b> | <b>Preliminary EIA approved by</b> | <b>Date</b> |
|                                     |             |                                    |             |

|                          |
|--------------------------|
| <b>Policy Evaluation</b> |
|--------------------------|

| <b>Points to be considered</b>                                 | Yes | No | N/A | <b>Please supply evidence</b> |
|--|-----|----|-----|-------------------------------|
| • Policy annually reviewed                                     |     |    |     |                               |
| • Policy in line with current legislation                      |     |    |     |                               |
| • Coordinator in place   |     |    |     |                               |
| • Nominated governor in place                                  |     |    |     |                               |
| • Coordinator carries out role effectively                     |     |    |     |                               |
| • Headteacher, coordinator and nominated governor work closely |     |    |     |                               |
| • Policy endorsed by governing body                            |     |    |     |                               |
| • Policy regularly discussed at meetings of the governing body |     |    |     |                               |
| • School personnel aware of this policy                        |     |    |     |                               |
| • School personnel comply with this policy                     |     |    |     |                               |
| • Pupils aware of this policy                                  |     |    |     |                               |
| • Parents aware of this policy                                 |     |    |     |                               |
| • Visitors aware of this policy                                |     |    |     |                               |
| • Local community aware of this policy                         |     |    |     |                               |
| • Funding in place   |     |    |     |                               |
| • Policy complies with the Equality Act                        |     |    |     |                               |
| • Equality Impact Assessment undertaken                        |     |    |     |                               |
| • Policy referred to the School Handbook                       |     |    |     |                               |
| • Policy available from the school office                      |     |    |     |                               |
| • Policy available from the school website                     |     |    |     |                               |
| • School Council involved with policy development              |     |    |     |                               |
| • All stakeholders take part in questionnaires and surveys     |     |    |     |                               |
| • All associated training in place                             |     |    |     |                               |
| • All outlined procedures complied with                        |     |    |     |                               |
| • Linked policies in place and up to date                      |     |    |     |                               |
| • Associated policies in place and up to date                  |     |    |     |                               |

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| <b>A statement outlining the overall effectiveness of this policy</b> |
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**Policy Approval Form**

|   |   |                               |   |                          |                                 |                                |                                   |                                |  |
|---|---|-------------------------------|---|--------------------------|---------------------------------|--------------------------------|-----------------------------------|--------------------------------|--|
| <b>Policy Title:</b>  | <b>Disability equality Scheme and Disability Accessibility Plan for Pupils Policy</b> |                               |   |                          |                                 | <b>Date when written:</b>      | September 2015                    |                                |  |
| <b>Policy written by:</b>                                       | D.Hughes  |                               |   |                          | <b>New Policy</b><br>(✓ or x)   |                                | <b>Revised Policy</b><br>(✓ or x) | ✓                              |  |
| <b>Stakeholders consulted in policy production:</b><br>(✓ or x) | <b>Governors</b>  | <b>Senior Leadership Team</b> | <b>Teaching Personnel</b>                   | <b>Support Personnel</b> | <b>Administrative Personnel</b> | <b>Parents</b>                 | <b>Pupils</b>                     | <b>Local Community</b>         |  |
|   | ✓   | ✓                             | ✓   | ✓                        | ✓                               | Reviewed in line with comments | Reviewed in line with comments    | Reviewed in line with comments |  |
| <b>Date when approved by Governors:</b>                         | September 2018  |                               | <b>Date when presented to stakeholders:</b> | September 2018           |                                 | <b>Date when implemented:</b>  | September 2018                    |                                |  |
| <b>Published on:</b><br>(✓ or x)                                | <b>School Website</b>   |                               |   | <b>School Prospectus</b> |                                 |                                | <b>Staff Handbook</b>             |                                |  |
|   | ✓   |                               |   | Informed of website      |                                 |                                | School Intranet                   |                                |  |