

**Disability Equality Scheme**  
**(Incorporating The Accessibility Plan – in progress)**  
**May 2016 – 17**



## **Introduction**

At Gomer Junior School 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 have a duty to prohibit all forms of illegal discrimination against school personnel, pupils, parents/carers, visitors and all users of the school and not to treat disabled people less favourably than able people.

## **School Ethos, Vision and Values**

At Gomer Junior School, we are committed to ensuring equality of education and opportunity for individuals of all ethnic groupings, classes and abilities or disabilities. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Gomer Junior School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We encourage pupils and staff to:

- appreciate that everyone has a contribution to make to the school and wider community
- develop respect for themselves and for others
- acknowledge and accept different and diverse abilities and disabilities without stereotype or prejudice

Our Values are Underpinned by our Gomer Responsibilities, Foundations for Learning and British Values. Pupils are made aware of their rights and responsibilities. These are consistently displayed in all classrooms across the school and referred to as a means of reinforcing positive behaviour.

## **What do we understand by 'disability'?**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. This definition was broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment, the need for it to be 'clinically well recognised' has been removed

## **Definitions**

'Physical impairment' includes sensory impairment.

'Mental impairment' includes learning difficulties and mental impairments resulting from or consisting of a mental disorder.

'Substantial' means more than minor or trivial.

'Long-term' means at least 12 months.

#### Disability in Education

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs to be treated as disabled for the purposes of the Act and for equality. This is an addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

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#### Barriers

- Experience – not all members of staff have experience of working with pupils with disabilities and the school has not had experience of pupils with significant mental disabilities.
- Knowledge – staff training which has been received has been largely reactive, in response to specific pupils rather than proactive to increase knowledge, skills and understanding of staff in a systematic way
- Resources – many resources have been 'pupil specific' and are now no longer needed; knowledge of what resources are available is limited

#### Meeting the Disability Equality Duty

We welcome applications from pupils with disabilities. In order to ensure that action is taken to meet the Disability Equality Duty, Copnor Primary School has drawn up an action plan to meet the requirements outlined in the DDA 2005. This action plan has been shaped in consultation with disabled people as outlined in the previous section. Listed below are the strengths and barriers we have already identified within our school community.

#### Strengths

- Experience - over recent years the school successfully included pupils with a range of disabilities including Autistic Spectrum Condition, Attention Deficit and Hyperactivity Disorder, Pragmatic Language Disorders, suspected Alcohol Foetal Syndrome, significant physical disability and wheel chair use.
- Knowledge - several teaching assistants have received training in meeting the needs of pupils with specific disabilities
- Adaptations – adaptations have been made in the centre of the school where a medical room has been provided offering wheelchair accessible toilets and a hoist alongside a changing table. Three classrooms have doors and entrances suitable for wheelchair access.
- Resources – specific resources have been sourced to aid access to the curriculum e.g. sloping boards, chairs, stools, hearing aid loops. These have been sourced on a loans basis and returned when not in use.
- External agency advice – this has proved very effective for specific pupils e.g. Autistic Spectrum Condition (Heathfield Primary School)
- A LAPS Team composed of four Learning Mentors
- Time - the school have appointed a Inclusion and Pastoral Leader to be released from class for one day a week. She will work closely with the SEND Leader.

### **Monitoring**

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

### **Additional implications for schools**

#### The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

#### Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

#### Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students. The school minibus has wheelchair access and can be converted to accommodate a wheelchair.

### **Involvement and consultation**

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme. Gomer Junior School intends to consult with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- Focus groups
- Questionnaires

These views have helped develop the Action Plan particularly in the areas of curriculum, information and communication and access.

### **Responsibilities for implementing the scheme**

Responsibilities for ensuring the implementation of specific aspects of the Disability Equality Scheme are identified in the scheme itself.

#### Resources

Funding for the implementation of the various aspects of the Disability Equality Scheme are as follows:

- Increase access to the school curriculum
  - Core budget for salaries of Pastoral and Inclusion Leader and Senior Leadership Team
  - Core training budget for INSET expenditure
  - £2000 per annum allocated for material resources for Inclusion from AEN/SEN funding
  - Core budget for adaptation of curriculum
- Staff employment and training
  - PDMs on disabilities run by Pastoral and Inclusion Leader and External Providers
  - Core budget for CPD
- Improving the physical environment

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### Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact occurs as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specific timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head Teacher and Governors and will consider progress towards the stated objectives and targets, revising them as needed and setting new ones where appropriate.

### DISABILITY EQUALITY ACTION PLAN

1. Increasing the extent to which disabled pupils can participate in the school curriculum				
Objective	Actions Required	Anticipated Impact	Year	Leader
To ensure the appropriate resources are in place and being used consistently and correctly in the school.	<ul style="list-style-type: none"><li>• Complete a resource audit to match needs of pupils</li><li>• Implement findings</li><li>• Ensure visual timetables are clearly indicated in classrooms that require them.</li></ul>	<ul style="list-style-type: none"><li>• Needs identified</li><li>• Needs met to enhance teaching and learning</li><li>• Equal opportunities</li></ul>		

To improve access assessment arrangements for pupils with EHCP in all years.	<ul style="list-style-type: none"> <li>• Assess pupils requiring additional time for the tests</li> <li>• In advance of assessment periods, ensure pupils with statements are given extra time.</li> <li>• Monitor pupils during assessment periods.</li> </ul>	<ul style="list-style-type: none"> <li>• 25% extra time is given to pupils with statements in all year groups when completing assessment tests.</li> <li>• Tests completed with ease</li> </ul>		
To ensure participation of all pupils on residential visits, school trips.	<ul style="list-style-type: none"> <li>• In the instance that a pupil's 1:1 teaching assistant cannot support the child on a residential, adult support will be provided.</li> <li>• All places used by the school for visits and residential are contacted to request copies of their Disability Access Plans.</li> <li>• Appropriate transport and support is arranged in advance.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils able to access our full curriculum</li> </ul>		
<b>2. Staff employment and training</b>				
<b>Objective</b>	<b>Actions Required</b>	<b>Anticipated Impact</b>	<b>Year</b>	<b>Leader</b>

<p>Identify within the school pupils who have a disability.</p>	<ul style="list-style-type: none"> <li>• Create a register of pupils with disability and provision and disseminate to staff.</li> <li>• Audit staff knowledge on a variety of disabilities/needs.</li> <li>• Disseminate information to all staff including lunchtime supervisors.</li> </ul>			
<p>Improve understanding of statutory guidance and current issues regarding disability.</p>	<ul style="list-style-type: none"> <li>• All staff to gain knowledge of the statutory guidelines surrounding disability.</li> <li>• Staff know how to plan effectively to provide quality first teaching for all pupils including those children with a disability.</li> <li>• INSET/staff training on a range of disabilities.</li> <li>• Planning and work scrutiny by SEND Leader to ensure pupils with disabilities are receiving quality</li> </ul>			
<p>Pupils with Autism/ attachment disorder/sensory difficulties/ have a 'calm zone' where they can desensitise.</p>	<p>Pupils have access to room during school day to reduce levels of anxiety agreed by the appropriate staff.</p>	<p>Room allocated to provide 'rest area' for pupils.</p> <p>Resources brought in to provide calming atmosphere for pupils, E.g. calming music, beanbags, sensory toys.</p>		

<b>3. Accessible physical environment</b>				
<b>Objective</b>	<b>Actions Required</b>	<b>Anticipated Impact</b>	<b>Year</b>	<b>Leader</b>
Pupils with Autism/ attachment disorder/sensory difficulties/ have a 'rest area' where they can desensitise.	Pupils have access to room during school day to reduce levels of anxiety agreed by the appropriate staff.	Room allocated to provide 'rest area' for pupils.  Resources brought in to provide calming atmosphere for pupils, E.g. calming music, beanbags, sensory toys.		
<b>4. Engaging with parents and wider community/Information/Communication</b>				
<b>Objective</b>	<b>Actions Required</b>	<b>Anticipated Impact</b>	<b>Year</b>	<b>Leader</b>
Disability Equality Scheme to be made aware to parents and wider community.	<ul style="list-style-type: none"> <li>Disability Equality Scheme to be published on the website.</li> </ul>	<ul style="list-style-type: none"> <li>Disability Equality Scheme can be viewed by parents and wider community.</li> </ul>		
Provide written information to pupils and parents in a variety of formats as requested.	<ul style="list-style-type: none"> <li>All regular written information given to pupils and/or parents/carers able to be provided in enlarged</li> </ul>	In response to parental request, school can enlarge printed information (prospectus, newsletters, school reports). In response to parental request, information can be		

	format.	communicated using the telephone for parents with visual impairments or literacy difficulties or e-mail for parents with hearing impairments.		
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