



# **Disability Equality Policy**

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Signed by Chair of Governors, Spring Term 2016

Next review date: Spring Term 2017

## School Ethos, Vision and Values

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### Mission Statement

At Hillside Primary School we are committed to ensuring equality of opportunity for:

- pupils with disabilities in relation to education and associated services;
- staff with disabilities in relation to employment rights, conditions and opportunities;
- and all parents and members of the local community with disabilities in relation to additional services offered by or at our school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

In particular, the achievement and participation of pupils and students with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We will make reasonable adjustments in relation to teaching and learning and wider aspects of school life to make sure that the educational environment is as accessible as possible.

We will use our accessibility planning duty to ensure that there is a rolling programme of improvements over the next three years in relation to access to the curriculum, access to information for both pupils and their parents and access to the school buildings, its facilities and amenities for all.

We will seek to foster a positive response to disability among all members of our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

At Hillside Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community.

# The Disability Equality Duty (DED)

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## 1. Background Information

### 1.1 Definition of disability

The Disability Discrimination Act of 1995 (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’.

The Disability Discrimination Act of 2005 has extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

### 1.2. The Duty

The Disability Discrimination Act of 2005 places a general duty on schools, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

**This general duty is also known as the Disability Equality Duty (DED).**

**A specific duty under the 2005 legislation requires all schools to produce a Disability Equality Scheme and an associated action plan covering a three year cycle. This is the substance of the rest of this document.**

## 2. The Disability Equality Duty (DED)

### 2.1 School’s Strategic Priorities

- All pupils with disabilities, DDA 95/05 are fully included in school life, both on and off site activities.
- All staff support all pupils with disabilities, both educationally and socially, within the school environment.
- Trained teaching assistants, nursery nurses or teachers support all pupils with disabilities, both educationally and socially, outside the school environment.
- Activities are differentiated or amended if a pupil cannot access the activity in the same way as a pupil with no disability.

## **2.2 Strengths & Areas for Development**

- Staff are aware of the definitions of disability set out in the DDA 95/05.
- All staff, wherever possible attend courses led by members of the SENDS team and educational psychologist.
- Information from the Headteacher as and when it arises.
- The school has facilities for physically disabled children and adults.

Accessibility plan is reviewed yearly.

The school follows the guidelines set out by Stoke LA regarding recruitment of staff with disabilities. No person is discriminated against because of a disability. (School administration and personnel handbook, section 2B)

## **3. 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.**

These actions may include some priorities to increase access to the curriculum, the physical environment and the provision of information. They will include measures to increase participation such as: directly encouraging pupils with a disability to be on the student council; or advocacy support to help pupils with e.g. ASD participate in debates.

### **3.1 Involvement of Disabled People in Developing the Scheme**

- The LA consulted with the school on the building of a disabled toilet.
- Parents of a disabled child have been involved in fitting out the disabled toilet facilities specifically for their child.
- Parents of a disabled child requested ramps outside the school building. These were installed.
- All pupils including those with SEN take part in questionnaires.

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

- Eco-council, consisting of pupils nominated by their peers, has a voice in the development of the school.
- Questionnaires are sent to parents and pupils. Comments are considered, and where appropriate, acted upon.

### **3.3 The Governing Body**

- All minutes of Governing Body meetings are available to parents/ carers/ community
- Actions taken by the Governing Body are reported in the monthly newsletter.
- Parents/carers consult with the governing body through the Head teacher or the Chair of Governors.
- All qualified stakeholders are allowed to apply for vacancies on the Governing Body whenever they arise.

### **3.4 Removing barriers**

- Refer to the School Equality Scheme Action Plan

### **3.5 Disability in the Curriculum, including teaching and learning**

- All pupils have equal access to all areas of the curriculum.
- Teaching styles are adapted to ensure that all pupils can access the learning within and without the classroom.
- Teaching assistants are assigned to pupils with disabilities to enable them to access the curriculum.
- Apparatus, including laptops, is used to help pupils who have difficulty accessing the curriculum.
- All areas of the school are accessible to pupils.

### **3.6 Eliminating harassment and bullying**

- The school has clear bullying and behaviour policies.
- Bullying is zero tolerated.
- Bullying of any kind is dealt with immediately

### **3.7 Reasonable Adjustments**

- Risk assessments are completed for out of classroom education to ensure that pupils with disabilities are catered for.
- Adult ratios are increased to ensure safety of disabled pupils.
- All adults involved in lunchtime breaks are aware of pupils with disabilities and have had simple training in ways of ensuring integration and inclusion.
- See Disability Equality Scheme Action Plan – Appendix 1.

### **3.8 School Facility Lettings**

- For lettings by the community, PTFA etc parking is increased by the use of the junior and infant playgrounds.
- Disabled drivers/passengers are able to park close to the outside hall doors to enable easy access to the building.
- Disabled toilet facilities are available
- Ramps are in place in, and around the outside of, school.
- Lighting is bright
- Emergency exit signage is bold and clear.

### **3.9 Contractors & Procurement**

- Catering staff are aware of pupils with allergies and accommodate them in the daily cooked meals.
- Cleaning staff are aware of the importance of keeping entrances and exits clear, floors non-slippery, removing hazards etc

### **3.10 Information, Performance and Evidence**

#### **a. Pupil Achievement**

- Where necessary pupils with disabilities are included on the SEN register. Those whose disabilities do not affect their achievement throughout the school are recorded as 'matters for concern'. This includes pupils with hearing problems, eating disorders, behavioural problems etc.
- Information is collected from parents, teachers, social workers, Camhs etc.
- Information is shared between schools where the pupil attends both e.g. Heron Cross.
- Information is shared at staff, SMT and key stage meetings.

### **b. Learning Opportunities**

- Learning opportunities are available for all pupils with disabilities.
- No pupil is excluded from residential or day trips through reason of their disability.

### **c. Admissions, Transitions, Exclusions (including SEBD)**

- All pupils with disabilities are admitted to Hillside as long as it is the most beneficial place for their learning.
- No exclusion takes place because of a pupil's disability.

### **d. Social Relationships**

- PSHCE promotes tolerance for pupils with and without disabilities.
- The school promotes positive role modelling for both able and disabled pupils.
- All interaction between able and disabled pupils is closely monitored in and out of the classroom.

### **e. Employing, promoting and training disabled staff**

- All staff, disabled or able, are treated equally.
- There is no employment discrimination of disabled staff.

## **3.11 Impact Assessment**

- Procedures, functions and practices of the school on disability equality are assessed as and when appropriate. Amendments are made if required on an individual basis.
- Policies are reviewed yearly unless an issue is identified that requires an earlier review and possible amendment.
- Feedback from pupil and parent questionnaires is taken into consideration when assessing disability equality.
- Positive impact will be the inclusion of more disabled pupils taking part in out of school activities or behaviour improvement in pupils with ADHD.
- Assessment will take the forms of observation, pupil interviews, parent interviews, teacher interviews.

## **3.12 Reviewing/Monitoring**

- The Head teacher and governing body health and safety committee will review the action plan termly.

**Senior Member of Staff Responsible**                      Headteacher

**Designated Members of Staff**                              Jennifer Rushton, SENCo

**Governor Responsible**    Derek Gray

**Appendix 1**

**Hillside Primary School**

**Disability Equality Scheme Action Plan (2016 – 2018)**

Aspect of the General Duty	Key Objective	Resources	Key Actions & Start Date	Named responsible person	Success Criteria	Evaluation Process & Timeline
Promote equality of opportunity between disabled and other persons	To ensure that all pupils with disabilities are fully incorporated in all aspects of school life wherever possible	<ul style="list-style-type: none"> <li>• Larger adult ratio</li> </ul>	<ul style="list-style-type: none"> <li>• Sport links with High School</li> <li>• Taking part in educational visits</li> <li>• Productions</li> </ul>	All Class Teachers	Pupils with disabilities access school life wherever possible	Observation Pupil interviews Parent interviews Teacher interviews
	To ensure that all pupils with disabilities achieve socially and academically	<ul style="list-style-type: none"> <li>• Larger adult ratio</li> <li>• Laptops</li> <li>• Large print books</li> </ul>	<ul style="list-style-type: none"> <li>• Rearrange classrooms</li> <li>• Defined organisation of TA's within and without classrooms</li> <li>• Variation of teaching styles to reflect diverse needs of pupils within the school</li> <li>• Ongoing review</li> </ul>	All Class Teachers	Pupils with disabilities achieve both socially and academically	Observation Pupil interviews Parent interviews Teacher interviews
	To ensure that all disabled pupils can access all areas of the school environment	<ul style="list-style-type: none"> <li>• Signage</li> <li>• Toilet (in place)</li> </ul>	<ul style="list-style-type: none"> <li>• All external door access to be DDA compliant by Sept 2018</li> <li>• Monitor accessibility and clarity of signs around school - ongoing</li> <li>• Awareness of independent access</li> <li>• Organise resources within classrooms to reflect pupil need - ongoing</li> <li>• Incorporate accessibility into any proposed structural alternatives</li> </ul>	Headteacher	All disabled pupils can access the school environment wherever possible	Premises and Health & Safety committees
		<ul style="list-style-type: none"> <li>• Ramps</li> </ul>	<ul style="list-style-type: none"> <li>• Costing and sourcing of funds to install additional ramps giving independent access into main building from KS1 and KS2 playgrounds by Sept 2018</li> </ul>			
Ensure access to computer technology appropriate for pupils with disabilities	<ul style="list-style-type: none"> <li>• Update ICT equipment and software where required</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritise purchasing list for resources as required for pupils with disabilities</li> </ul>	ICT Co-ordinator and Inclusion Team	All disabled pupils can access computer technology	Observation Pupil interviews Teacher interviews	

	To ensure that pupils with ADHD have opportunities for positive behaviour	<ul style="list-style-type: none"> <li>• Quiet area in library</li> </ul>	<ul style="list-style-type: none"> <li>• 'Quiet club' in library at lunchtimes for SEN pupils as necessary</li> </ul>	Literacy Co-ordinator	More pupils with ADHD show positive behaviour improvement through receiving stickers, certificates and end of term treat.	Observation IBP Pupil interviews Parent interviews Teacher interviews
Eliminate discrimination that is unlawful under the act	To ensure that all school personnel are trained to recognise and prevent discrimination	<ul style="list-style-type: none"> <li>• New staff induction</li> <li>• Multi-agency training</li> <li>• School Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Training ongoing</li> <li>• Policy reviewed annually</li> </ul>	Inclusion Team	Discrimination is eliminated from school	Observation Pupil interviews Parent interviews Teacher interviews
Encourage participation by disabled persons in public life	To create opportunities in which disabled pupils can have a say in decision making	<ul style="list-style-type: none"> <li>• Eco Council</li> <li>• School Council</li> <li>• Playground Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Sept annually</li> </ul>	Headteacher	Decision making is accessed by all pupils wherever possible	Pupil interviews Parent interviews Teacher interviews
Improve the provision of information for disabled pupils and parents	Availability of newsletters and school documents in alternative formats	<ul style="list-style-type: none"> <li>• General resources</li> <li>• Website</li> </ul>	<ul style="list-style-type: none"> <li>• Use of visual support overlays as necessary</li> <li>• Information on school website available in alternative formats</li> <li>• Homework information available as information sheets in alternative formats when requested</li> <li>• Visual Timetables for students with ASD and communication difficulties</li> <li>• Ongoing review</li> </ul>	Inclusion Team	Improved access to information provided is available to all pupils and parents	Observation Pupil interviews Parent interviews Teacher interviews