

**Princess May
Primary School
Disability Equality Scheme
Policy**

**DRAFTED: October 2012
Date adopted by Governors:
Review Date: October 2014**

Disability Equality Scheme

School – Princess May Primary School

The Disability Discrimination Act 2005 builds on existing responsibilities for schools, including the duties to make reasonable adjustments, and to plan strategically to increase access to schools over time.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life in the wider community and in the non-educational services they might provide.

This Scheme builds on our accessibility plan and develops our work further to include:

- a definition of both disability and inclusion that is wider than special educational needs and applies to all vulnerable groups such as that set out in **DDA 95 as amended by SENDA from 2002 Code of Practice part 4.**

“It is important to recognise that the definition of children with learning difficulties includes children with a disability where any special educational provision needs to be made. It means that children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is, anything that is *additional to* or *different from* what is normally available in schools in the area”.

- working with the social model of disability that is:
while many individuals have physical or sensory impairments, learning difficulties or are living with mental health problems, it is in many cases the way society responds to these (attitudinal and environmental barriers) which can increase the level of disadvantage and not the disability itself.
- taking a proactive approach in making reasonable adjustments
- work with pupils, staff and parents/carers
- involving the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan

Introduction

At Princess May Primary School our values are that of equality, respect and lifelong learning. It is our aim to provide an education for all children that promotes these values and allows children to succeed to their full capability. It is at Princess May “Where Every Voice Is Heard”

This is true for all children, regardless of any disabilities. All children and adults experience an environment where they are free to become confident, happy learners and are treated with the utmost respect and dignity.

This scheme sets out the steps we will take to remove barriers and promote disability equality in all areas of school life.

Our Accessibility Plan sets out our work to remove barriers – physical, communication and curriculum by:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils, parents/carers and staff can take advantage of education and associated services
- improving the delivery of written information to disabled pupils, parents/carers and staff.

We will further develop our Accessibility Plan as part of our scheme to promote disability equality in the other areas for disabled pupils, staff, parents or carers by questioning, challenging, removing barriers, making reasonable adjustments and linking the outcomes to our policies and our school improvement plan.

OUR PRIORITY AREAS IDENTIFIED IN THE ACTION PLAN

Access to the curriculum

Behaviour and exclusions – The Behaviour Policy is in place to meet the needs of all learners and those who struggle in certain areas because of physical and emotional needs. As well as the behaviour policy there are Individual Education Plans to meet the needs of children that have physical, emotional, social and learning needs. This is in place to ensure that “Every Voice Is Heard”

Teaching and Learning - All teaching staff are aware of the QCA General Inclusion Statement and they apply it in their planning and teaching. Inclusion is something that Princess May prides itself on. We strive to meet the needs of all learners within the classroom through regular differentiation, IEP’s and using culturally inclusive materials in learning.

Joint planning time is made available during the school week for teachers and teaching assistants/LSA and teachers.

Curriculum – developing positive attitudes – The school is working towards healthy school status. We are further developing the school sex education policy to

specifically take into account of the needs of disabled people. Through SEAL assemblies and curriculum, the school ensure that some part of the curriculum in each year raises disability equality issues.

Data collection, monitoring and assessment – The achievement of all pupils is tracked during regular review meetings and assessment monitoring cycles. Children with disabilities are tracked on the SEN register and the school identifies all disabled pupils in the database.

The school attempts to support and to identify all disabled parents and their access needs.

Participation and engagement

All governors aware of their statutory responsibility to promote disability equality.

Eliminating harassment and bullying -The school's anti-bullying policy specifically refers to bullying which can be directed at disabled children and adults. Any forms of bullying towards disabled children and adults will not be tolerated.

Employment

Employing and promoting, training disabled staff

The school monitors the number of staff it has who count as disabled people under the DDA 2005. The school provides reasonable adjustments for disabled staff and allows disabled staff additional time off for treatment for their condition without penalising them.

Access to information and services

Lunchtime or after school clubs and trips: The school ensures that all children have the opportunity to take part in school clubs and trips regardless of disabilities.

Medical and personal care needs - At Princess May, disabled children and their parents/carers have been consulted on how they want the procedure or administration of medication carried out.

Health and Safety - Evacuation procedures have been developed and take full account of the needs of disabled people. Care Plans are in place for the meeting of health needs of the administration of medication.

Admissions, Transitions - Induction and timely support is provided to pupils and parents/carers, and staff. Reasonable enquiries are made at admission or transition stages to find out whether pupils or existing pupils have additional need.

Physical access

The school examines capital projects to maximise access and reasonable adjustments.

Information we will collect

This scheme will monitor -

Admissions of disabled pupils
Exclusion of disabled pupils
Attainment of disabled pupils
Recruitment, retention and career development of disabled staff
Effectiveness of reasonable adjustments

We will use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this plan and identify future priorities.

Looking ahead

We are aware of the following major challenges for our school that may impact on our work to promote disability equality.

Action plan

Our priority actions are included in our school improvement plan

Reporting on progress

This scheme will be reviewed annually, in January, and reported to the full governing body.