



## 1. WE BELIEVE

In the need to;

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

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.

## 2. SCHOOL ETHOS, VISION & VALUES

At Leven CE (VC) Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. 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. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

*Identify Link to schools own equal opportunity/equality and diversity policy.*

## 3. DEFINITION OF DISABILITY

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more of the following:



mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. 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 affect on his/her ability to carry out normal day-to-day activities.

*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.*

## 4. HOW DISABLED PEOPLE HAVE BEEN INVOLVED IN THE SCHEME

**Leven CE (VC) School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:**

### **Disabled pupils:**

*We have identified our disabled pupils*

*We have organised social events for disabled children to ensure that we listen to their views in informal settings.*

*We have .....*

*Key issues identified by our pupils were:*

*Identify the school's priorities here and then work these into the action plan*

### **Disabled staff:**

*We have asked all staff to identify any barriers that affect them and how we can plan to overcome them.*

*We have .....*

*Key issues identified by our staff were:*

*Identify the school's priorities here and then work these into the action plan*

### **Disabled parents/carers:**

*We have given all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs.*

*We have organised social events for disabled parents/carers to ensure that we listen to their views in informal settings*

*We have .....*

*Key issues identified by our disabled parents/carers were:*



*Identify the school's priorities here and then work these into the action plan*

**Disabled members of the local community:**

*We have given a questionnaire to all groups which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments.*

*We have ....*

*Key issues identified by members of the local community were:*

*Identify the school's priorities here and then work these into the action plan*

*Include a statement here about how disabled pupils, staff, parents and disabled members of the community who may use school facilities have been involved in developing the scheme. Give examples of how have you taken account of their views and made appropriate adjustments.*

*Also detail how you will involve disabled people in developing the action plan, monitoring how the school carries out its duties and monitoring the progress of the action plan.*

## 5. HOW WE HAVE GATHERED INFORMATION ON THE EFFECT OF OUR POLICIES AND PRACTICES ON DISABLED PEOPLE.

**We recognise that our policies and practices may impact on disabled people and in particular on:**

- **the recruitment, development and retention of disabled employees;**
- **on the educational opportunities available to and the achievements of disabled pupils.**

**We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:**

*Outline the arrangements the school has in place for gathering information about performance of the school on disability equality under the following headings- please add more if you think they are appropriate. How will you monitor and act on these?*

**Pupil Achievement:**

*Remember that information collected on pupils based on special educational needs categories will not necessarily capture all those pupils who are disabled.*

**Learning Opportunities:**

*Include links with colleges for placements. Target setting for pupils with learning difficulties. Include measures of educational opportunities available to disabled students.*

**Admissions, Transitions, Exclusions:**

*Are children with disabilities over-represented in your exclusion figures? Are reasonable enquiries made at admission or transition stages to find out whether pupils or existing pupils have additional needs?*

**Social Relationships:**

*What does the school do to improve social relationships between disabled pupils and also non-disabled pupils- can this be monitored, how can you show improvements?*



## **Employing, Promoting and Training Disabled Staff:**

*How representative are your staff of the school community? What does the monitoring of the promotion and training of disabled staff in comparison to non-disabled staff tell you?*

## **6. HOW WE WILL ASSESS THE IMPACT OF OUR POLICIES?**

*Outline arrangements for assessing the impact of policies, procedures, functions and practices of the school on disability equality and improving these where necessary. How will you assess the impact of your new and existing policies on disabled people- consider tokenism and omission.*

*Methods could include feedback from pupils with a disability and also their parents and/or carers. Some outcomes may be obvious, such as the increase in participation of pupils with a disability in out of school activities. However, others may at first not appear noticeable. For example, allowing pupils with e.g. ASD 'quiet time' during breaks and lunch. This may have a long-term impact on behaviour and anxiety. Schools should develop methods for assessing this type of impact.*

*The school scheme must detail how you have assessed and prioritised the impact, or likely impact, of all existing and new policies and practices on disabled people. The school is likely to have a 'back catalogue' of existing policies, so the school may want to develop a timetable for this process in the DES. The Disability Equality Duty Code of Practice provides information on how to make decisions about impact assessment. See ([www.dotheduty.org](http://www.dotheduty.org)) and "Implementing the Disability Discrimination Act in Schools and Early Years Settings".*

**We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.**

## **7. OUR ACTION PLAN**

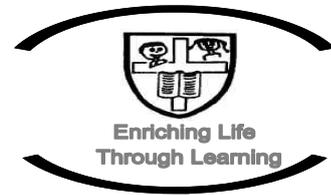
We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.

Our existing accessibility plan outlines the steps we are taking to improve:

- curriculum access
- provision of information to disabled pupils
- physical access

We have now incorporated this plan into our overall Disability Equality Scheme action plan.

OR



Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Scheme.

## 8. REPORTING

**We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:**

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

**We will ensure that disabled people are involved in this process.**

(The annual report can be incorporated into other documents published by schools annually including the school prospectus and school web site).

## 9. REVISITING THE SCHEME

Our scheme will be reviewed and revised after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.

**Review Date** \_\_\_\_\_

**Senior Member of Staff Responsible** \_\_\_\_\_

*The scheme and action plan needs to be committed to by the highest level of authority you have- the Head Teacher & Chair of Governors (or equivalent). You may also want a member of staff, with expertise in disability issues, to take responsibility for the day-to-day implementation.*

**Designated Member of Staff** \_\_\_\_\_

**Governor Responsible** \_\_\_\_\_



## APPENDICES

### APPENDIX 1 - AREAS THAT MAY NEED TO BE IDENTIFIED IN THE ACTION PLAN

#### (DEE: Implementing the Duty to promote Disability Equality)

##### **Curriculum**

*Does the school ensure that some part of the curriculum in each year raises disability equality issues? Do teachers consider the disability content of different parts of the curriculum and how this will impact on disabled pupils e.g. negative stereotypes in literature, or arguments about terminating disabled babies in Religious Education or Biology?*

##### **Behaviour and Exclusions:**

*Is the behaviour policy differentiated with reasonable adjustments for disabled pupils?*

##### **Teaching and Learning:**

*Does the school ensure all teaching staff are aware of the QCA General Inclusion Statement and that they apply it in their planning and teaching? Is joint planning time made available for teachers and teaching assistants/LSA on a regular basis?*

##### **Data Collection, Monitoring and Assessment:**

*Is the achievement of disabled pupils monitored by impairment? Does the school identify all disabled pupils in their database? Are disabled pupils' achievements tracked in addition to their general attainment levels?*

##### **Lettings and Use of Building by the Community:**

*Does the school's lettings policy specify the type of adjustments that the school and other local services can provide? Does the school examine capital projects to maximise access and reasonable adjustments?*

##### **Lunchtime, After School Clubs and Educational Visits:**

*How does the school ensure that all pupils, parents/carers or staff can participate in visits/activities?*

##### **Medical and Personal Care Needs:**

*Have disabled children and their parents/carers been consulted on how they want the procedure or administration of medication carried out?*

##### **Health and Safety:**

*Have evacuation procedures been developed and do they take full account of the needs of disabled people? Are Care Plans in place for the meeting of health needs of the administration of medication?*



## **Participation and Engagement**

*Does the School Council include disabled representatives? Are disabled pupils given positions of responsibility? Are all governors aware of their statutory responsibility to promote disability equality?*

## **Eliminating Harassment and Bullying**

*Does the school's anti-bullying policy specifically refer to bullying which can be directed at disabled children and adults?*

## **Employment**

*Does the school monitor the number of staff it has who count as disabled people under the DDA 2005? Does the school provide reasonable adjustments for disabled staff? Does the school allow disabled staff additional time off for treatment for their condition without penalising them?*

## **The Governing Body**

*Are governing body proceedings accessible? Are there clear links between parents and the governing body? How do you ensure people are aware of how the governing body contributes to the life of the school? How does the governing body consult with parents/carers? Do you encourage disabled parents/carers/community members to become governors?*

## **Contractors & Procurement**

*Are contractors employing disabled people? Are they aware of disability issues, including harassment and bullying particularly if in contact with pupils/staff? (Consider catering/school staff are they aware who has food allergies (wheat, sugar etc) do they promote disability?*

## **APPENDIX 2 - DISABILITY EQUALITY SCHEME ACTION PLAN**

Outline the steps the school will take to meet the Duty. The Action Plan should highlight your priorities, and the specific outcomes you wish to achieve that will make practical improvements to equality for disabled people, how you're going to measure performance against these outcomes and the timetable you wish to achieve them in.

The action plan should also include the priorities of disabled people consulted.





## APPENDIX 3 – LEVEN CE (VC) PRIMARY SCHOOL - DISABILITY EQUALITY SCHEME ACTION PLAN

TARGET	ACTION NEEDED	RESPONSIBLE PERSON (S)	TIMESCALE	AVAILABLE RESOURCES	MEASURABLE IMPACT	ARRANGEMENTS FOR MONITORING AND EVALUATION