



## The Disability Equality Scheme

### Introduction

Under Part 5A of the Disability Discrimination Act (DDA) 2005 the governing body of Holbrook Primary School is required to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- prepare and publish a disability equality scheme to show how they will meet these duties

There are six elements to the responsibility of governors:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

### Statement of Intent

At Holbrook 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. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Holbrook Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### Definition

The DDA 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.'

Definition of the terms:

'physical impairment' includes sensory impairments

'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness

'substantial' means 'more than minor or trivial'

'long-term' is defined as 12 months or more.

The effect on normal day-to-day activities is on 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;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions. (See Appendix One for further advice on defining disability.)

### **Involvement of disabled pupils, staff, parents and other users of the school**

The school will consider and plan to involve disabled pupils, staff, parents and other users of the school.

The school will continue to take into account the preferred means of communication for those with whom they are consulting.

We will ensure we involve a range of people and hear a range of views.

The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

### **Identifying disabled pupils, staff, parents and other users of the school is key to the development of the DES.**

The priorities for the Disability Equality Scheme (DES) action plan will be set in the light of:

- an examination of the information that the school has gathered
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme

### **Publication**

Governors will publish the Disability Equality Scheme (DES) action plan as a separate document. This will be cross-referenced to the School Improvement Plan where appropriate. We will place the DES document on

the school's website and provide a copy for anyone asking for it in a range of formats, e.g. large print.

### **Reporting**

We will report annually on the progress made on the action plan and its effect on policy and practice within the school via the School Profile and on the school website.

### **Making things happen**

In order to ensure that action is taken to meet the Disability Equality Duty, Holbrook Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA will be met. This action plan has been shaped in consultation with interested parties.

### **Conclusion**

To enable us to meet the needs of all members of the community in relation to disability equality principles we shall keep all aspects of this policy under review. This policy should be considered alongside other relevant policy documents, in particular: Feeling Safe to Learn: An Anti- Bullying Policy; PSHE Policy.

## **Appendix One: Check list for school, staff and governors**

Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?

Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?

Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?

Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?

Does the school take part in annual events such as 'No Barriers' week to raise awareness of disability?

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?

Are procedures for the election of parent governors open to candidates and voters who are disabled?

## Appendix Two: Is Tom disabled?

Answering the four questions below will help you decide if Tom is disabled.

### 1. Does Tom have difficulty with any of the following 'normal day-to-day activities'?

*Mobility:* getting to/from school, moving about the school and/or going on school visits?

*Manual dexterity:* holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?

*Physical co-ordination:* washing or dressing, taking part in games and Physical Education?

*Ability to lift, carry or otherwise move every day objects:* carrying a full school bag or other fairly heavy items?

*Continence:* going to the toilet or controlling the need to go to the toilet?

*Speech:* communicating with others or understanding what others are saying; how they express themselves orally or in writing?

*Hearing:* hearing what people say in person or on a video, DVD, radio or tape recording?

*Eyesight:* ability to see clearly (with spectacles/contact lenses where necessary), including visual presentations in the classroom?

*Memory or ability to concentrate, learn or understand:* work in school including reading, writing, number work or understanding information?

*Perception of the risk of physical danger:* inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

### 2. Is Tom's difficulty caused by an underlying impairment or condition?

### 3. Has Tom's impairment or condition lasted, or is likely to last, more than 12 months?

### 4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

#### Answer:

If you have answered yes to questions 1 to 4, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

(source: [www.teachernet.gov.uk](http://www.teachernet.gov.uk) )

### Disability Equality Scheme Action Plan (including Accessibility Plan) January 2008

This plan covers three areas to meet with statutory requirements:

1. Increased access to the curriculum for disabled pupils
2. Improvements to the physical environment to increase access to education and associated services at the school
3. Improvements in the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled

The plan addresses other areas as part of the school's work to promote equality of opportunity:

4. Promote positive attitudes, eliminate discrimination and harassment, encourage participation

	Task	Area	Strategies	Success Criteria	Timescale
SHORT TERM	Provide all documentation, to parents, pupils and staff, in alternative formats where requested or required.	3 4	<ul style="list-style-type: none"> <li>• Offer to supply large print documents through newsletter. Refer to alternative print versions in key documents about the school (prospectus)</li> </ul>	School information is available in a form accessible to all school users.	March 2008
	Gather information on disability among parents, pupils, staff and users of the school facilities.	4	<ul style="list-style-type: none"> <li>• Write to all members of staff asking if they consider themselves to be disabled.</li> <li>• Use school based sources of information to identify disabled children.</li> <li>• Ask all groups letting the hall levels of access are required</li> </ul>	The DES action plan is relevant and addresses the needs of the school community.	February 2008
	Use accessible font (Ariel 12) for clarity in all electronic communications.	3 4	<ul style="list-style-type: none"> <li>• Advise all staff of this advice. Add as a postscript to all email communications.</li> </ul>	School information is available in a form accessible to all school users.	July 2008
	Provide signage for the front of the school so that visitors can clearly see routes for access	2	<ul style="list-style-type: none"> <li>• Purchase signs from identified company and install.</li> </ul>	Wheelchair users can read signs at appropriate level	July 2008

MEDIUM TERM	Provide Blue Badge space for vehicle parking on site.	2 4	<ul style="list-style-type: none"> <li>Seek quotes from contractors</li> <li>Build into budget asap</li> </ul>	Blue badge holders are able to use the car park appropriately.	December 2009
	Provide staff training on inclusive classrooms and differentiation	1 4 (SIP 1.10)	<ul style="list-style-type: none"> <li>Inclusion Manager to identify training needs and schedule training with support service staff</li> <li>Inclusion Manager to provide in-house training for support staff</li> </ul>	All members of staff are aware of the needs and issues of disability.	March 2009
	Provide staff awareness training in disability issues.	4	<ul style="list-style-type: none"> <li>Headteacher to explore professional support for staff meeting sessions</li> </ul>	All members of staff are aware of the needs and issues of disability.	July 2009
LONG TERM	Provide low- level signage to classrooms and communal areas.	2	<ul style="list-style-type: none"> <li>Purchase signs from identified company and install.</li> </ul>	Wheelchair users can read signs at appropriate level	October 2009
	Provide ramp to front and rear entrance of school.	2 4	<ul style="list-style-type: none"> <li>Seek quotes from contractors</li> <li>Build into budget and into maintenance plan</li> </ul>	Wheelchair users can enter the school independently.	December 2009
	Lower office counter height on left hand side	2	<ul style="list-style-type: none"> <li>Seek quotes from contractors</li> <li>Build into budget and into maintenance plan</li> </ul>	Wheelchair users can access school facilities at appropriate level	January 2010
	Re-paint all low level skirting and doorways in more visible colours.	2	<ul style="list-style-type: none"> <li>Seek quotes from contractors</li> <li>Build into budget and into maintenance plan</li> </ul>	A plan exists to provide more visible doorways and skirting throughout the school.	July 2010
	Resurface playground to ensure uneven surfaces are	2	<ul style="list-style-type: none"> <li>Seek quotes from contractors</li> <li>Build into budget and into maintenance plan</li> </ul>	Access around the site is possible without difficulty.	December 2010