

Disability Equality Scheme

Consultation that has taken place	Autumn 2018
Date Formally Approved By Governors	30.09.14
Date policy Became Effective	06.10.14
Next Review Date	Autumn 2024
Person Responsible for Implementation and Monitoring	Ms Ness (Headteacher) Mrs Dack (Safeguarding Governor)
Other Relevant Policies	Inclusion SEN Equalities Child Protection Behaviour PHSE

Introduction

Duties under Part 5A of the DDA require the governing body to:

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

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- 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 can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

This scheme incorporates the school's plans to increase access to education for disabled pupils.

1.1 The purpose and direction of the school's scheme.

1.1.1 At St. Vincent's Catholic Primary School we are committed to establishing equality for all

students, their parents, staff and other users of the school. This is reflected in our school aims, which state we wish to:

- *"Develop the children's ability to relate to and work with both adults and children by promoting respect and understanding for all"*
- *"Promoting positive attitudes and equality of opportunity for all, regardless of race, gender, culture, religion, social background or disability"*
- *"Being welcoming and accessible to all stakeholders and their requirements"*

1.1.2 The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

This scheme aims to set out how we will meet these general duties.

1.1.3 This scheme should be read in conjunction with our Community Cohesion and Equality Scheme.

1.1.4 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young People, Staff, Parents and Governors

1.2.1 In preparing this scheme, disabled people were involved in the following way:

The school community was surveyed (Appendix A) for their ideas for improvements to current systems. This will be an annual procedure to help us identify the needs of all stakeholders and develop an Action Plan to support these needs.

If disabled children, young people, staff, parents and Governors join our school community during the year their needs will be discussed in an induction meeting and appropriate action to address those needs will be taken within a term.

1.2.2 We do not presume that the views held by the parents of a disabled child are shared by that child and therefore always seek to gain the views of both parent and child.

1.2.3 When seeking the views of disabled people, we use their preferred means of communication.

1.3 Gathering Information

1.3.1 Disabled pupils and staff are identified through self-declaration and admission forms. Data protection legislation will be observed in sharing this information.

1.3.2 Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

1.3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

1.3.4 The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils

1.3.5 The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of disabled users in community activities

1.3.6 Information on staff will be analysed in respect of the representation of disabled people:

- in all aspects of the work of the school, for example: teaching, teaching support, administrative support;
- at all levels of seniority in the school;
- amongst those awarded Teaching and Learning Responsibility Payments;
- as permanent or temporary members of staff, full- or part-time or casual staff;
- in training and professional development opportunities;
- in disciplinary and capability proceedings;
- in harassment and bullying procedures;
- as contract staff, for example: contract cleaners and agency supply teachers;
- among those who take sick leave;
- among trainee teachers on placement at the school;
- among those leaving the profession early

1.3.7 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people;
- develop in-house expertise about what disabled staff and/or pupils may require;
- provide role models for children ;
- bring different life experiences and new skills to the school; and
- help foster good relations with all employees by showing that everyone is valued and treated fairly

When necessary, we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

1.3.8 Information collected about disabled children will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for disabled learners to take positions of responsibility;
- satisfaction and enjoyment levels across a range of school activities;
- aspirations and ambitions for the future;
- successful transition into the next stages of education, training or employment;
- access to school trips;
- involvement in after school clubs and activities;
- attainment and achievement of disabled learners
- exclusion rates of disabled learners
- admissions of disabled learners

1.3.9 Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
- ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements;
- give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;
- give disabled parents preferential parking rights;
- ensure the needs of young carers are met;

1.3.10 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities.

It is our aim to improve:

- the representation of disabled people on the governing body;
- the accessibility of meetings for disabled governors;
- the accessibility of other governors activities

1.3.11 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities.

It is our aim to:

- encourage community groups to ensure their activities are accessible;
- give due regard to disabled community users when revising school policies and procedures.

1.4 Impact Assessment

1.4.1 In line with the DRC guidance, impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

1.4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.

1.4.3 As a first step towards assessing the impact of policies on disabled people, the policies of the school will be screened to identify their level of relevance and potentially their impact on disabled people. Policies with a high relevance will take priority for review.

1.4.4 We will welcome input on our policies and practices from disabled stakeholders.

1.4.5 As a first step towards assessing the impact of practices on disabled people, the practices of the school will be identified and prioritised by relevance.

1.4.6 Practices with a high relevance will be take priority for assessment. Over the next three years, all practices will be assessed.

Practices assessed will include:

- Recruitment practices
- Teaching approaches
- Classroom routines
- Registration routines
- Office routines
- Communication with staff
- Communication with parents

This list will be extended as further practices are identified.

1.4.7 Issues arising from the impact assessment will be prioritised and added as an appendix to the Action Plan.

1.4.8 All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction.

1.4.9 We will welcome input on our policies from disabled stakeholders.

1.4.10 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

2: Planning for Action

2.1 Arrangements for the First Action Plan

2.1.1 In line with the DRC guidance, our initial Action Plan includes information on:

- improving information gathering mechanisms,
- the mapping of policies and practices and how the involvement of disabled pupils and disabled adults can be facilitated.

We have also identified good practice from examples given in training and as result of this, have included certain actions to meet the Disability Equality Duty.

2.1.2 The priorities for the school's scheme will in future 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; and
- an assessment of the impact of current policies on disability equality.

2.1.3 Urgent action necessary following an examination of the information will be added to the action plan before the review date.

2.1.4 In writing our action plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

2.1.5 Our action plan is included as an appendix.

2.2 Annual Reporting

2.2.1 Schools must report annually on the progress being made to promote equality of opportunity for disabled people.

Annual reporting will bring together details of:

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

Disabled people will be involved in the process.

This report will be published in the school prospectus

The persons responsible for producing the Annual Report is the Governing Body Policy Sub Committee

3. Implementation

3.1 Implementation, Monitoring and Evaluation of the Action Plan

3.1.1 The implementation of the Action Plan will be overseen by the governing body. A report will be made to the governors each year by the Head Teacher. A checklist to aid governors is included as an *appendix*.

3.1.2 The Action plan will be appended to the School Development Plan and the Accessibility Plan in order to increase the effectiveness of these.

3.1.3 The evaluation of the effectiveness of our scheme will be reflected in our discussions with our AP and with Ofsted when the school is inspected.

3.1.4 Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

3.2 Publication of the Scheme

3.2.1 Our scheme will be published

- It will be available in paper format to anyone on request
- It will be available with all other policy documents on school website
- It will be adapted to meet the needs of disabled persons e.g. the visually impaired as required

3.3 Reviewing and Revision of the Scheme

3.3.1 As part of the review of the scheme, we will revisit the information that was used to identify the priorities for the scheme and re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

3.3.2 The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme.

This process will again:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered

3.3.3 The Scheme will be reviewed annually within the first 3 years.

3.3.4 The Head Teacher and SENDCO will be responsible for initiating the review of this scheme.

St. Vincent's Catholic Primary School: Disability and Equality Scheme Action Plan

This Action Plan has been established to meet the six general duties of the Disability and Discrimination Act, these being:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Set up systems to involve disabled people	Head Teacher	Seek views from the school community on how access and equality in school could be improved	-	Annually		Views are gathered from a wide source to establish best practice
	SENDCO	SENCO to seek the views of disabled pupils during their monitoring time	-	Annually		Appropriate provision is available for disabled pupils in each subject
Establish a timescale for the review of policies, procedures and practices in light of the 2006 Disability Discrimination Act	Head Teacher	Practices in curriculum policies to be reviewed alongside individual policy review	-	Annually	August 2020	All curriculum policies reflect equal opportunities afforded to disabled pupils

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
Establish a timescale for the review of policies, procedures and practices in light of the 2006 Disability Discrimination Act	Head Teacher	All governor policies to be reviewed in line with their 3 year rolling programme	-	Annually	Through governor committees	All governor policies and practices reflect equal opportunities afforded to disabled pupils and stakeholders
Establish systems for information gathering, in order to meet the six general duties outlined in the 2006 Disability Discrimination Act	Office Staff	Adapt admission forms to ensure information can be gathered from disabled parents/carers as well as pupils	-	Annually	July 2024	Relevant information sought
	Head Teacher/ SENCO's	Review recruitment practices both advertising and interview procedures		Annually	August 2024	Good practice is reflected in recruitment practices
		Review teaching approach and classroom routines as each disabled child is admitted	Teaching resources	As required	One term following child's admission	Child's needs are met
		Review Homework policy in light of support available from disabled parents	-	As required	One term following child's admission	Child's needs are met

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
		Review communication options with parents (Linked to Accessibility Plan)	-	As required	One term following child's admission	Parents/carers can access all information
		Review communication options with staff	-	As required	One term following needs discussed	Member of staff can access all information
		Review school's equal opportunities policy to ensure all disabled persons and not just children are referred to	-	As required	Rolling programme of policy review	Policy reflects school's commitment to equal opportunities for disabled persons

Safeguarding in Schools

St. Vincent's RC Primary School

The Disability Equality Duty and the Governing Body

Questions the governing body will ask itself annually as the 'responsible body' for the school:

Duties to disabled pupils, staff and parents	Yes	No	Evidence
Does the GB receive regular reports on how the school is meeting its duties to: <ul style="list-style-type: none"> • disabled pupils? • disabled staff? • disabled parents, carers, governors, other disabled people who use the school or may want to? 	✓		
Disability equality duty: General duty	Yes	No	Evidence
Does the GB have regard to the need to: <ul style="list-style-type: none"> • promote equality of opportunity for disabled people? • eliminate disability discrimination? • eliminate disability-related harassment? • promote positive attitudes towards disabled people? • encourage participation by disabled people in public life? • take steps to meet disabled people's needs, even if this requires more favourable treatment? 	✓		
Disability equality duty: Specific duty	Yes	No	Evidence
Does the school have a disability equality scheme?	✓		
Did the school involve disabled people (pupils, staff, parents) in the development of the scheme?	n/a		
Does the school's scheme show : <ul style="list-style-type: none"> • how disabled people have been involved? • how information is gathered on the effect of the school's policies on: <ul style="list-style-type: none"> - recruitment, retention of disabled staff? - opportunities for, achievements of disabled pupils? • how the school assesses the impact of its policies, current or proposed, on disability equality? • the steps it is going to take to meet the general duty (the school's action plan)? • how information will be used to support the review of the action plan and to inform subsequent schemes? 	✓		
Did the school implement the actions in its scheme within three years?	✓		
Does the Local Governing Committee: <ul style="list-style-type: none"> • report on its scheme annually? • review and revise its scheme every three years? 	✓		

Access to Work

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a deaf or hearing-impaired person who may need support at an interview
- reader at work, for a blind or visually impaired person
- special equipment (or alterations to existing equipment) to suit
- particular work needs arising from a disability; and help with the additional costs of travel to work for people who are unable to use public transport

Access to Work can also pay for a support worker if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment
- someone to support communication for a person with a hearing impairment; or
- a specialist coach for a person with learning difficulties

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- contacting their local Disability Employment Adviser (DEA) through their nearest Job Centre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your particular circumstances with you
- looking on the Job Centre Plus website: www.jobcentreplus.gov.uk

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Disability Equality Scheme glossary of Legislation

Race – The Race Relations Act (1976) and the Race Relations Amendment Act (2000) requires schools to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race relations.

Disability – The Disability Discrimination Act (1995 and 2006) place a positive duty on us to ensure that services provided by the school and its premises are accessible to disabled people, that we promote disability equality, eliminate discrimination and harassment and promote positive attitudes to encourage participation. In some situations this may mean treating disabled people more favourably. We have drawn up and will maintain an active Disability Equality Scheme, including an action plan to meet these requirements.

Gender – The Sex Discrimination Act (1975) and the Equality Act (2006) places a positive duty on us not to treat anyone unfairly because of their gender, this means to eliminate discrimination and promote equality of opportunity between girls and boys, men and women.

Sexual Orientation – All public bodies have responsibilities to promote equal opportunities in employment and vocational training on the grounds of sexual orientation through the Employment Equality (Sexual Orientation) Regulations (2003). The Equality Act (2006), extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services and facilities.

Religion and Belief – The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of religion and belief through the Employment Equality (Religion or Belief) Regulations (2003). The Equality Act (2006), extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services, facilities and public functions. This also includes lack of faith and people of no faith.

Age – The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of age, through the Age Discrimination Act (2006) and Age Discrimination Regulations. The provisions apply to all age groups.

Community Cohesion – The Education and Inspections Act (2006) places a responsibility on schools to promote community cohesion, locally, nationally and globally. We will do this through promoting a common vision, a commitment to equality and social justice, respecting people's different backgrounds and promoting positive relationships in the school and local neighbourhood.

The guidance from the Department for Children Schools and Families on the duty to promote community cohesion suggests that schools' contribution to community cohesion is under the three areas:

- **Teaching, Learning and Curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equality and Excellence** – to ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- **Engagement and Extended Services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally.