

Disability Equality Scheme

Emscote Infant School Period covered by plan: 2007-2010

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This Scheme sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school.

1. Starting points

1A: Vision and Values: Emscote Infant School's Disability Equality Scheme

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

1B: Information from data and analysis of need

The Disability Discrimination Act 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.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'substantial'* means *'more than minor or trivial'*. *'Long-term'* means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Attainment on entry to Emscote Infant School shows a broad spread of ability, but is average overall. 1.5% of pupils have a Statement of Special Educational Needs. Following an audit of needs we have concluded that approximately 11.5% of our pupils would meet the above disability definition and 0% of staff. We have several parents, siblings and grand-parents who would also meet these criteria.

In September 2006 Ofsted commented, "The governors and Headteacher lead and manage the school well. Pupils with learning difficulties or disabilities generally make good progress towards their individual targets, both in lessons and in small groups".

Staff at the school have undertaken the following training:

"Creating a Communication Friendly Environment", Sep 06 (staff training. One TA booked for training spring 2008)

"First Aid and training on Epipens" July 06 (whole staff, with particular focus on issues related to two pupils)

"Autistic Spectrum Disorders", Sep 06 (Whole staff and TA'S),

"Taking Care: Protective Behaviours", Oct 05 (whole staff)

"Provision Mapping", June 07 (Head /SENCo)

We recognise the need to ensure Taking Care, Protective Behaviours is repeated to include staff who have joined the school since 2005 (Staff have been booked on the course).

Over the last two years the attendance of pupils with disabilities has been at least commensurate with the school average if not above average. No pupil with a disability has been excluded in that same period.

The school has had an Accessibility Plan since 2003 and since that date the school and LA have completed the following work:

- Adapted a toilet, putting in a hygiene changing bed.
- Carpeted all classrooms.
- Improved fencing and security.
- Additional rails on stairs
- Regular practise of evacuation routes in an emergency.

The Combined Action and Accessibility Plan attached to this Scheme details further planned improvements.

School trips are planned on the basis that all pupils are included.

We recognise that we need to work more closely with the out of school hours' provider to ensure activities planned are accessible to all. This will be a priority for 2007/8.

Using RAISE online and lesson observations by senior staff, we track and analyse the achievement of all our pupils. Through this analysis we have

identified the following issues for our pupils with disabilities (See also SEF and School Improvement Plan):

- Teachers and TAs need more time to plan together, particularly to identify next steps and more focused target setting for individual pupils. We are identifying opportunities for pre-teaching to enable greater inclusion in plenary / whole class sessions.
- Some pupils need to develop more independence. TA meetings in 07/08 to focus on encouraging independence.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. Further monitoring of recruitment, retention and career development in relation to staff needs to be undertaken.

The following policies are to be reviewed by the Leadership Team to consider their impact on pupils, staff and parents with disabilities and the following actions agreed:

- Behaviour Code and the school rules (Deputy to involve pupils in a more accessible and visual version of the rules for notice boards)
- Anti-bullying (Deputy to discuss with School Council);
- School trip venues (EVC to arrange additional risk assessment training);
- Homework (Deputy to review with School Council);
- The administration of medicines and health care plans ;

1C: Views of those consulted during the development of the Scheme

The priorities and actions highlighted in this Scheme have been informed by:

- A consultation with all pupils using the Healthy Schools' Audit.
- The annual parents' survey.
- Consultation with the School Council.
- Consultation with the school EP and support service colleagues.

2. Starting points

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

See Combined Action Plan and Accessibility Plan (Appendix 1).

Many day to day operational tasks previously done by the SENCo have been delegated to a TA2, freeing up the SENCo to operate in a more strategic way:

- evaluating the effectiveness of interventions and relative effectiveness;
- observing more lessons and sampling lesson planning, looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning;
- monitoring the appropriateness of pupil groupings;
- monitoring the deployment of Teaching Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

The PSHE Co-ordinator will review how well we are developing awareness of disability through the PSHE and Citizenship Curriculum, the assembly programme and through visiting speakers.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services

See Combined Action Plan and Accessibility Plan (Appendix 1).

2C: Improving the delivery to disabled people of information that is provided in writing for people who are not disabled

See Combined Action Plan and Accessibility Plan (Appendix 1).

School to revisit “Communication Friendly Environments” training in regular meeting cycle to share effective practice and ensure all staff are utilising principles in their classrooms and when designing curriculum resources. Paula to be trained in using “Communicate in Print”.

In addition various improvements are included in the Action Plan (see Appendix 1) in relation to improving signage (emergency procedures, internet safety, school rules, health and safety etc). All classrooms now have photos of staff on the door and Widgit Symbols are to be added to indicate the room function.

3. Making it happen

3A: Management, coordination and implementation

This Scheme will be reviewed annually by the Access and Inclusion sub-group (Head/SENCo, Deputy Head, and SEN Governor). A report updating the Governing Body will be presented annually during the Spring Term to inform budget planning for the new financial year. The update will be preceded by consultation with pupils, staff and parents. The update will include specific evidence of impact over the preceding twelve month period.

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision)
- SEN Self-evaluation Form
- School Improvement Plan;
- Asset Management Plan;
- Health and Safety Action Plan;

3B: Getting hold of the Scheme

The Scheme is available in the following ways:

- The Scheme will be available on the school website
- A copy can be requested from the School Office or alternatively we can email it to you;

<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Work with out of school hours' provider to increase opportunities available. ▪ Ensure school activities are accessible to all students. 	<p>Spring term 08</p>	<p>Leadership team</p>	<p>Head Governors</p>	<p>Leadership Team Governors</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, and Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. ▪ Consult pupils and staff on any proposed changes. ▪ Introduce new policies 	<p>Spring Term 08 April or Sept 08</p>	<p>Leadership Team and SENCo time to review policies. Consider a homework section of the website.</p>	<p>Leadership Team and SENCo</p>	<p>Governors</p>
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Identify accessible play equipment. ▪ Improve signage of evacuation procedures, internet safety, fire drill etc ▪ Review new signage of room functions. 	<p>Jan 08</p>	<p>Head TA training Jan 08</p>	<p>School Council WES Safety & Premises TAs trained in Communicate in Print</p>	<p>Access and Inclusion Sub-group</p>
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ Review PSHE Curriculum ▪ Review Assembly Programme: widen focus of Different/Same theme 	<p>Summer Term 08</p>	<p>£150 for any new resources</p>	<p>PSHE Co-ord</p>	<p>Leadership Team and Governors</p>
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. 	<p>Summer Term 08</p>	<p>.</p>	<p>Admin. Manager</p>	<p>Leadership team</p>

	<ul style="list-style-type: none"> ▪ Use of Communicate in Print software. 				
Staff Promoting equality of opportunity for staff	<ul style="list-style-type: none"> ▪ Monitor data in relation to recruitment, retention and professional development. ▪ Encourage disclosure of disability. 	Ongoing	Possible Access to Work application	Head	Governors