

**ST. ANNE'S CATHOLIC PRIMARY
SCHOOL, BUXTON**

**DISABILITY
EQUALITY
SCHEME**

3-year period covered by the scheme: 2010 - 2013



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.

Throughout this document the word 'staff' includes those employed by the school, volunteers, chaperones, students on placement, and any other people who provide a service within the school.

1: Starting points

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

The General Duty

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- 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.

1.2: Our Vision and Values

At St. Anne's School, we believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

We are committed to ensuring equal treatment of all our pupils, employees, and any others involved in the school community with any form of disability. We will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. St. Anne's School will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

1.3: Involvement of disabled pupils, staff and parents

Involving disabled people is a requirement of the scheme and brings real benefits in terms of;

- Providing insights into the barriers faced by disabled pupils, staff and parents
- Developing expertise in identifying ways to overcome these barriers
- Improving working relationships between schools and disabled pupils, staff and parents. .

1.4: Information gathering

St. Anne's Catholic Primary School defines Disability in line with the current definitions in the Disability Discriminations Act (DDA). This means that at this School we define Disability as:

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

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

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.

2: Information Gathering Process for all schools users.

2.1: Consultation

St. Anne's School has consulted with disabled pupils, staff, parents and stakeholders in the development of our Disability Equality Scheme. This consultation took the form of questionnaires. This will continue to be carried out periodically in order to monitor the impact of our scheme and evaluate our actions to inform future planning.

2.2: Gathering Information

It is very difficult to collect accurate data to make an assessment of disability amongst our parents and others in our school community. This is because of issues of privacy and confidentiality. This is also the case for some members of staff. However, we have sought this information through confidential questionnaires. As a result of the difficulties in gathering such information, it is not possible to produce reliable statistics on these groups. However, it should be noted that the school recognises its responsibilities towards all parents, staff and other stakeholders and promotes inclusion and access for all.

Pupil information has been gathered from a variety of sources:

- medical registers
- SEN register
- questionnaires
- School Performance Data
- School admissions data
- attendance data
- School Council discussion and minutes
- data related to participation in extra-curricular and residential visits.

2.3: Educational opportunities available to and the achievements of disabled pupils

Using the understanding of which pupils may count as disabled, we have analysed the data against:

- the presence;
- participation; and
- achievements of disabled pupils.

Presence

In accordance with the DDA definitions of disability, and our assessment of individual cases, the following data has been produced to outline our profile of disability at St. Anne's:

12% of pupils are on the SEN register. Of these, 26% are at School Action and 61% are at School Action Plus. 13% have statements. Of the pupils with SEN, 10% have a hearing impairment, 10% are visually impaired, and 6% are on the autistic spectrum.

Participation

In our school the following adjustments have recently been made to support school users who have a disability:

- a) There has been a new disabled toilet installed.
- b) There is a disabled platform lift to ensure access to the school for disabled users.
- c) There is a disabled parking bay next to the main entrance to the school.

The following adjustments are being considered and are set out in more detail in the School's Accessibility Action Plan:

- a) Providing disabled toilet facilities within KS2;
- b) Continuing to replace furniture in contrasting colour to carpets;
- c) Re-marking all steps and installing handrails alongside footpaths leading up to the playground;
- d) Replacing worn mats;
- e) Purchasing chairs suitable for use by specific pupils;
- f) Providing louvre blinds in the Foundation Stage area;
- g) Replacing external steps with splayed tarmac ramps;
- h) Replacing inadequately sized external doorways to some KS1 and KS2 classrooms;
- i) Providing an induction loop system within the hall.

The achievement of disabled pupils

We will continue to analyse the achievements of our disabled pupils against the same success criteria we use for all our pupils including:

- exams;
- accredited learning;
- end of key stage outcomes;
- comparative progress measured by the optional SATs;
- achievements in extra-curricular activities; and
- broader outcomes such as those set out in *Every Child Matters*.

We will use the analysis to provide evidence that pupils with disabilities perform equally as well.

2.4: Assessing the impact of School policies

In order to ensure that action is taken to meet the Disability Equality Duty, St. Anne's School will review all policies on a rolling programme and will take into account views gathered from all stakeholders, including those with disabilities, in assessing the impact of School policies.

2.5: Meeting the six duties

At St. Anne's School, we aim to meet the requirements of the 6 duties of the general duty through:

- (a) Promoting equality of opportunity by
 - awareness raising and staff training;
 - keeping a watchful eye on the impact of policies;
 - reviewing and adjusting policies;
 - raising expectations;
 - improving communication;
 - increasing awareness of the ways in which parents of disabled children and young people can help to support their learning;
 - ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.

- (b) Eliminating harassment and bullying by
 - raising awareness amongst staff and pupils of disability-related harassment;
 - understanding the nature and prevalence of bullying and harassment;
 - recognising and addressing bullying and harassment;
 - involving pupils themselves in combating bullying;
 - reviewing school anti-bullying policy and procedures;
 - ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
 - using SEAL materials;
 - using circle time, story time or assembly to investigate and address the issue with all pupils if a number of incidents have been prevalent within a particular year group.

- (c) Promoting positive attitudes
 - by staff modelling respectful attitudes to disabled pupils, staff and parents;
 - by challenging negativity;
 - by ensuring representation of disabled people in senior positions in the school;
 - through the curriculum – SEAL/PSHE/RE;
 - through positive images in school books and other materials;

- by ensuring that disability is represented in posters, collages, displays and learning materials;
 - by celebrating and highlighting key events such as the Paralympics;
 - by inviting disabled members of the community/organisations to talk to the children.
- (d) Encouraging participation in public life by
- ensuring that, where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles;
 - ensuring that there are positive images of disabled people participating;
 - by ensuring that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the School Council.
- (e) Taking steps to meet disabled people's needs, even if this requires more favourable treatment by
- ensuring that the policies of the School are designed to meet disabled pupils' needs.
 - giving due consideration to the fact that, in order to do this, the school may have to ensure that the disabled person receives more favourable treatment.

3: Making it happen

3.1: Implementation

Monitoring

To meet the Disability Equality Duty, it is essential that we monitor aspects of school life to identify whether there is an adverse impact on children with disabilities.

The School monitors its provision in the following areas and pays regard to:

- The role of the school as a service provider – to meet the needs of the 'customer'.
- Contact with parents and carers – paying due regard to any parents who cannot read newsletters and other communication from school.
- Open evenings, concerts – we ensure that there is access to all school activities for any disabled friends or family.

Evaluation

We will evaluate the effectiveness of this scheme and reflect this evaluation in our discussions with:

- our school improvement partner; and
- Ofsted, when the school is inspected.

Priorities

From the information we have collected about the participation of disabled pupils, we have decided on the following priorities for the Disability Equality Scheme:

Priority 1 ~ carry out an analysis of data.

Priority 2 ~ look at consultation mechanisms over the next two years.

3.2: Arrangements for Publication

- All Staff and Governors will receive a copy of the Disability Equality Scheme.
- The Scheme and its implications will be explained to Staff via Inset and Staff meetings.
- Communication of this Scheme to pupils will be via assembly, PSHE programme, the School Council and the curriculum.
- Parents/carers will be informed of the Scheme through the school newsletters. The full version of the Scheme will be available to all parents via the School website (www.st-annesrc.derbyshire.sch.uk) or, upon request, a paper copy from the School.
- Arrangements will be made to modify, enlarge and/or communicate this policy in other formats upon request.

3.3: Reviewing and revising the scheme

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.

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.

The scheme is linked to both the full School Improvement Plan and a detailed Accessibility Action Plan to ensure that the scheme is reviewed on a regular basis by the governing body.

Over time we will align our accessibility plan and our disability equality scheme so that we produce a new scheme and plan at the same time.

This Scheme will be published on 16th November 2010 and will be in operation until 15th November 2013.