

CRANFORD PARK (CofE) PRIMARY SCHOOL

Disability Equality Scheme



UN Convention on the Rights of the Child	
Article 23	You have the right to education and care if you have a disability as well as all the rights in this convention, so that you can live a full life

Approved by: Resources Committee Date: 21st January 2021

Last reviewed on: 21st January 2021

Next review due by: January 2024

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Disability Discrimination Act 2005. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

The school is committed to ensuring equal treatment of all its pupils, employees and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practise and service delivery.

We aim to develop a culture of inclusion and diversity, in which people with disabilities are able to participate fully in school life. The achievement of children with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to ensure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

Schools' Duties under the DDA

In particular it applies to three main school functions:

- to the school in its main function of providing education to pupils
- to the school as an employer
- to the school as a provider of services to parents and carers and the wider public

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has "a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

The definition of disability covers a broad spectrum of impairments including:

- cancer
- HIV
- multiple sclerosis
- diabetes
- epilepsy
- hearing or sight impairments
- mobility difficulties
- mental health conditions or learning difficulties/disabilities

People can be deemed disabled before they experience the long term and substantial adverse effect on their activities. (DDA 2005)

Section 18 of the DDA has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised" although must still demonstrate adverse effect on his/her ability to carry out normal day-to-day activities.

The Disability Equality Duty

The general duty requires schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between people with disabilities and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of people with disabilities that is related to their disabilities.
- Promote positive attitudes towards people with disabilities
- Encourage participation by people with disabilities in public life. It is also important to respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in
- Take steps to meet disabled peoples' needs, even if this requires more favourable treatment

In addition to the general duty to promote Disability Equality, Cranford Park CofE Primary has specific duties based on it to;

- Appraise and update the Disability Equality Scheme every two years
- Report on progress annually

Specific Duty

The production of this disability equality scheme (DES) provides a framework for integrating disability equality into all aspects of school life. The specific actions currently being taken include:

Involvement of people with disabilities in developing the scheme	<ul style="list-style-type: none"> • Annual reviews with SEN children /parents • Analysis of available school disability data • Analysis of LA reports/specialist organisations reports • Meeting with parents at Parents' evenings • DES surveys of all members of the school community and users of school buildings
Developing a voice for children, staff and parents/carers with disabilities	<ul style="list-style-type: none"> • Including children and parents/carers in review meetings • Questionnaires for pupils and parents/carers • Regular discussions in class about issues through PSHE • School council • Discussions at Governor meetings
Encouraging participation in public life by people with disabilities	<p>We ensure that children with disabilities are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> • collective worship

	<ul style="list-style-type: none"> • performances • sports activities • school council • governing body
Eliminating harassment and bullying	We have a clear policy on anti-bullying which was in due for review in November 2022.
Promoting positive attitudes towards people with disabilities	<ul style="list-style-type: none"> • ensuring displays and resources reflect diversity • promoting difference positively through the curriculum • teachers taking account of IEPs when planning lessons • use of outside agencies to support staff training • using newsletters and web pages to promote policies
<p>Removing barriers</p> <p>a) learning</p>	<ul style="list-style-type: none"> • Not excluding children with disabilities from school trips unless a full risk assessment indicates that participation should not take place. Additional staff are allocated to accompany children with additional needs on 1:1. Wheelchair access transport used if required. Risk assessments are carried out for those trip locations. • Appropriate seating and desk support provided to support physical needs as required. • Teaching and Learning policy requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. Teachers are provided with the information specific to individual children. • Ensuring children with disabilities have access to extra curricula activities. • Braille signs for visually impaired children installed if necessary • A sound loop for hearing impaired children installed if necessary • Using coloured backgrounds on Interactive Whiteboards or coloured paper to aid children with dyslexic type difficulties • Adapting, where possible, resources and techniques to suit a wide range of learners. • All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN children. • Following SATs guidelines to ensure that children with disabilities have the same opportunities as their peers. • Having strong links with external partners e.g. advisers, behaviour support service, health service, speech and language specialist teachers.

	<ul style="list-style-type: none"> • Using external advisers to support review meetings • Using external advisers to support with planning where appropriate • Regular staff CPD on teaching children with additional needs
b) access	Ensuring that all areas of the curriculum can be delivered from all classrooms. There is a disabled toilet available in the school. There is a ramp leading to the main playground. There is a disabled parking bay close to the main entrance.
Impact Assessment	<ul style="list-style-type: none"> • We will use existing procedures to review the impact of provision for children with disabilities e.g. IEP reviews, annual reviews, analysis of pupil progress at key milestones throughout the year • External validation e.g. parent surveys
Disability data currently collected	<p>1) For all children, including those with additional needs:</p> <ul style="list-style-type: none"> • Admission forms • Home and contact details • The total number of children with disabilities • Outcomes of lesson observations and monitoring activities • The total number of children with disabilities <p>2) For children with additional needs</p> <ul style="list-style-type: none"> • IEP • SEN register • SENCo's monitoring reports <p>3) For staff</p> <ul style="list-style-type: none"> • The total number of disabled staff • Number of appointments of disabled staff
Reviewing and monitoring	<p>The above data is reported to:</p> <ul style="list-style-type: none"> • The Governing Body • School Leadership team • Local Authority

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- Building and site development plan (Asset Management Plan)
- SEN policy
- Equalities Policy
- Inclusion Policy
- Curriculum Policies

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The

Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.

All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.