

St. Luke's CE VA Primary School
'High standards, High expectations,
where every member of the community is valued'

Disability Equality Scheme
incorporating the school's Accessibility Plan
Period covered by the plan: December 2007 - December 2010

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 plan sets 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.

School Ethos, Vision & Values

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

This school will not tolerate harassment of disabled people.

The Definition of Disability

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities"

(DDA 1995 Part 1 para. 1.1.)

This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis

- For a mental impairment the need for it to be clinically well recognised has been removed.

This school adopts the "social model" of disability, also adopted by Bournemouth Borough Council, and recognises that disability is caused by the physical, environmental and attitudinal barriers which exist in society as a whole.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

Schools Strategic Priorities

The DES has been drawn up with reference to the School Improvement Plan, and contributes to the social inclusion and improved performance priorities for all pupils.

Strengths & Weaknesses

Strengths

- Ongoing INSET for all staff
- Performance Management for all staff
- Buddy systems & playground pals
- IEPs - used in the classroom, parental / child involvement
- Classroom environments
- Dyslexia Friendly Schools project
- Outside agency involvement & feedback
- Pastoral Carer in school
- Anti-Bullying / Race, Disability & Dyslexia Awareness in school
- Ethos of the school - caring for others
- Enthusiastic site manager

Weaknesses & Areas to develop

- Awareness of who has disabilities among staff / pupils / parents & visitors
- Access for Wheelchairs - Junior site
- Access to newsletters on website - sound file?
- Car parks - no disabled spaces
- Shower needed at Junior site
- Steps to main entrance at Junior site - ramp needed
- Height of counter at Infant office
- Hearing Induction Loops at both offices - a bid can be put in to the Access Initiative Fund to address this
- Playgrounds

The General Duty

We will actively seek to:

- promote equality of opportunity between disabled people and others
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life - recognising that it is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others

(DDA 2005)

How the school will meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

Involvement of Disabled People in Developing the Scheme

A working party has been set up at St. Luke's to promote the steps the school is taking towards the Equality Duty. Invitations to join this group have been posted on the school website and placed in the school newsletter.

Anonymous questionnaires will be offered to staff, visitors and parents so that we can access the views of our stakeholders.

Within school, Circle Times and themed assemblies will take place on a regular basis, and the School Council will be involved in gathering information from the pupils during a Disability Awareness week. An 'Equalities Group' will be set up from the pupil population, linked to the School Council - children with disabilities will be invited to join this group, as well as able-bodied children. Links with Linwood School will be explored.

Stakeholders will be kept informed through the school newsletter and website - our intention is to inform them that things might be done if they are needed. We are aware that it remains entirely the prerogative of our stakeholders if they wish to share this information with us, and that any information shared will remain confidential.

Information and Evidence

We will gather information about our disabled pupils, analyse it and use it to inform future planning for our school. The School Council will be involved in this process during a themed 'Disability

Awareness' week - assemblies and PSHE sessions will focus on the theme and what it means, and School Council representatives will collect feedback from their own classes. The Equalities Group will ensure that the views of disabled stakeholders are sought specifically - it is hoped that this group would meet once every term. Questionnaires will also be sent out to parents so that they can be involved in the process, and to visitors to the school. There will also be opportunities to share views at the termly SEN Parents meetings, where families of disabled pupils will be targeted more specifically. Staff will also be sent a questionnaire to gather their views - all these will be done anonymously. Pupils will be asked to reflect and comment on how they see Disability, how it affects them if they are disabled and for ideas of changes which could be adopted to improve the equality of opportunity for disabled pupils.

Once the information is collected, it will be analysed by the DES Working Party for areas to develop and improve, and these results will form the next two years' action points for the Disability Equality Scheme.

a. Pupil Achievement - The school population will be analysed for those who meet the criteria laid down previously in this document. Information will be collected on these pupils, eg progress and attainment data, participation in clubs and groups, positions of responsibility, feedback from school staff about behaviour, anxiety, social integration, ways in which the child could be included more readily into school life.

b. Learning Opportunities - Participation in school trips, clubs and activities will be investigated through consultation with school staff and any outside groups involved.

c. Admissions, Transitions, Exclusions - Transitions and exclusions are monitored through links with the EWO. Admissions forms will reviewed so that they are accessible to all parents.

d. Social Relationships - Any positions of responsibility are open to all pupils, and achievement of these will be checked each year - records are kept of prefects, buddies, and so on to ensure that disabled children are participating fully.

e. Employing, promoting and training disabled staff - all staff will be asked to complete a survey and given a definition of what disability means. Promotion and training opportunities will be monitored each year to ensure that staff receive equal development opportunities.

f. Information on other disabled people using the school - questionnaires will be sent out to all parents, to be returned anonymously so as to ensure confidentiality - an option to name them will be given at parents' discretion

Impact Assessment

Over the course of the next three years, all policies, practices and procedures will be analysed. Behaviour and Teaching and Learning will be prioritised, as these will have the most effect on our pupils. Other policies and procedures will be reviewed following the existing review calendar. Staff will review their subject policies, taking time to analyse them from the perspective of Disability / Race / Gender discrimination - guidelines will be issued to all staff. (See separate grid for details of the timing). The Governors and DES Working Party will support staff in this process.

Assessing the impact of these changes will be done several ways - involvement of disabled pupils in extra-curricular activities, formal and informal feedback from families, feedback from pupils via

the School Council. Long-term analyses will be taken of developments in individual children's behaviour, and advice sought from the LA.

The results of this analysis and impact assessment will be reported through the school website, and an annual bulletin in the school newsletter.

During the impact assessment has phase, the following questions may need to be addressed:

- What are the training needs of the school regarding the DES?
- Who will be involved in assessing impact and how will the school involve disabled people?
- Will the school need external expertise?

Reviewing/Monitoring

The first year of the DES will involve a great deal of information gathering, and the analysis of this will lead to targets being drawn up for the next two years. (see timescale grid). Time will be taken at the Annual Inclusion Development meeting to review progress towards that current year's targets, and to discuss the targets for the following year. Disabled stakeholders will be asked for their views when reviews are being conducted - pupils through the disabled pupils' group, families through informal meetings.

Each year, a summary report will be published on the website and in the school newsletter, so that stakeholders are informed of progress. The Scheme will be reviewed in its entirety after three years.

Review Date December 2010

Senior Member of Staff Responsible Kate Tuck

Governor Responsible _____

Year 1 (2007-2008)					
	Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)
Physical Access	Steps at Junior School	Assessment & costing	Sloped access to Junior School		
Pupils	Set up disabled pupils' group	Children & families contacted to ask for participants			KT
	Teaching & Learning / Behaviour policy analysis	Review with Disability / Race / Gender aspects taken into consideration	Policies show equality of opportunity		DH / LP
Staff	Recruitment procedures	Procedures to be reviewed with Disability / Race / Gender aspects taken into consideration	Procedures show equality of opportunity		DH / LP
Parents/visitors	Parent Needs	Adjustments to admission forms to ask about needs of parents Training for Foundation Staff	Parents able to access school site & information		KT / LP / JP
	VI / HI access	Assessment & costing - induction loop, contrasts	Access to site for VI / HI		

Timescale

Time	Aim	Actions
September 2007 - December 2008	To consult with & gather information about stakeholders & practises at St Luke's. To assess the impact of policies & practises at St Luke's.	Questionnaires issued to pupils, staff, parents & visitors to St Luke's - how do we represent ourselves as a school in terms of disability equality? Initial analysis of school policies Analysis of school data relating to attainment, truancy & disengagement, exclusions, sanctions, curriculum options, extended school opportunities, posts of responsibility within school, employment.
December 2008 - December 2009	Policies & practises to be updated where necessary	Policies or practises to be updated to reflect equality of opportunity offered at St Luke's.
December 2009 - December 2010	Continue to monitor & update policies & practises Review Disability equality scheme & set new targets.	Policies or practises to be updated to reflect equality of opportunity offered at St Luke's.