

Beech Green Primary School

Disability Equality Scheme 2012-2014

and Accessibility Action Plan



The Disability Discrimination Act 2005 required all public authorities to produce and publish a Disability Equality Scheme.

All primary schools in England are required to publish their Disability Equality Scheme by 3rd December 2007.

The purpose of the Disability Equality Duty is to improve equality of opportunity for all disabled people using the school. Beech Green School's Disability Scheme will demonstrate how we as a school will ensure that the requirements of the Disability Discrimination Act 2005 are met.

Signed:

Chair of Governors:

INTRODUCTION

Beech Green Primary School is committed to ensuring equal treatment of all its staff, children 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 or service delivery. This is a central element of our commitment to making sure that everyone involved in the life of the school feels fully included and valued, and has the opportunity to offer their best and achieve their potential.

This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment.

Beech Green Primary School recognises that 'disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole'.

WHAT DO WE UNDERSTAND BY 'DISABILITY'?

'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities' (DDA 1995 Part 1 Para. 1.1).

Although Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act, we believe that the majority of such children's needs are already well addressed through the school's existing provision, and that they do not therefore fall within the scope of this Scheme. Behavioural difficulties arising from physical or mental impairments or from mental illness are included.

In our school people with disabilities include:

- Children and adults with sensory impairment;
- Children and adults with mobility and/or coordination difficulties;
- Children and adults with chronic/long-term medical conditions (including serious allergies);
- Children and adults with communication disabilities (such as a lack of English);
- Children with specific diagnosed behavioural disorders.

HOW WE WILL MEET THE GENERAL DUTY AND 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.

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons by ensuring that, where practical, any barriers to participation are removed and all have access to the same provision.
- Eliminate discrimination that is unlawful under the Act by ensuring that everyone has a clear understanding of the Act as it applies to our school and implements it fully.
- Eliminate harassment of disabled persons that is related to their disabilities by generating a culture that embraces disability, and by dealing promptly and decisively with such harassment when it arises.
- Promote positive attitudes towards disabled persons by creating an inclusive climate that celebrates the gifts and abilities of all, irrespective of disability.
- Encourage participation by disabled persons in school life by ensuring that, wherever possible, their disability is not an obstacle that inhibits their involvement in the daily events and activities of the school.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

INVOLVEMENT OF DISABLED PEOPLE IN DEVELOPING THE SCHEME

Pupils, staff, parents, carers and disabled members of the community who may use school facilities are involved in developing the scheme and identifying actions.

This is achieved by ensuring that all parents' staff and views are sought on how well they think the school enables disabled people to make full use of the school's services, and ways in which this can be improved. See below for ways in which this consultation will be conducted.

The DES Working Party will meet initially each term to draw up and monitor the Action Plan. It will consist at first of members of staff who have experience of disability. Other adults who express an interest will be welcomed onto the Party.

GATHERING INFORMATION FROM DISABLED PUPILS, STAFF, PARENTS, CARERS AND PEOPLE FROM THE WIDER COMMUNITY USING THE SCHOOL

The school will seek to improve how we gather information from people with a disability by such methods as:

- Sending out a questionnaire in the School Newsletter
- Via the website
- Direct contact with those people who are known to have a disability.

To comply with the DDA requirements we will consider in particular

- The educational opportunities and achievements of pupils
- The recruitment, development and retention of disabled employees

Gathering information will be an ongoing process. We will collect data about disability over time and analyse our policies and procedures in the light of our findings.

USING THE INFORMATION TO PREPARE THE ACTION PLAN AND ASSESS THE IMPACT

The DES working group will use the information gathered to prepare the Disability Action Plan and to review annually the effectiveness of the actions taken. Where necessary new action points will be included.

Information will be analysed to show how much progress has been made in relation to disability equality. Educational achievements and wider opportunities for pupils with disability will be monitored. Further opportunities to promote equality will be included in subsequent Action Plans.

LINKS BETWEEN SCHOOL POLICIES, THE ACCESSIBILITY PLAN AND THE DISABILITY EQUALITY SCHEME

This scheme should be read in conjunction with the School Accessibility Plan. It also relates closely to all other school policies through reference to the Equal Opportunities section in each.

ARRANGEMENTS FOR PUBLICATION

This document will be available for any interested party to view on the school website or in the School Office.

BEECH GREEN PRIMARY SCHOOL

DES and Accessibility Action Plan 2008-2011

Reviewed February 2009

| Action Required | Success Criteria | Timescale | Responsible Person (s) | Action |
|--|---|------------------|---|---|
| Ensure each class has an Information sheet on children with specific medical needs, for supply staff use. | All staff in school fully informed of needs, and better equipped to meet them. | May 08 | Teachers; TAs. | Not completed. |
| Consult with school community to identify access improvements to school facilities. | Enhanced access for all disabled members of school community. | Summer 08 | Head; Secretary. | Completed June 08. |
| Publish DES. | School community informed of DES and action plan. | Summer 08 | Head. | Completed June 08. |
| Upgrade Disabled toilet facilities. | Appropriate and modern fittings in disabled toilet. | August 08 | Head; Premises committee; Bursar; LA architect. | Completed August 08. |
| Create a rest room with bed and medical/changing facilities. | Privacy and quiet for disabled people requiring treatment. | August 08 | Head; Premises committee; Bursar; LA architect. | Medical room without bed completed August 08. |
| Purchase a wheelchair for school use. | Improved mobility for school users with mobility problems. | Autumn 08 | Bursar. | Not completed. |
| Produce a diabetic kit for visitors' use. | Kit available for diabetics in school. | Autumn 08 | TA. | Not completed. |
| Install hearing loop in Hall. | Improved access to school events in Hall for all with hearing impairments. | Spring 09 | Head; Premises committee; Bursar. | Not completed on advice of specialist. |
| Improve disabled parking bay in main car park. | Clearly identified parking bay to improve access to main school building. | Summer 09 | Head; Premises committee; Bursar. | To do. |
| Review relevant school policies in light of DCSF requirements. | Policies fully reflect school's commitment to recognising and meeting disability needs. | Ongoing | Head; school staff; governors | Behaviour and Physical Intervention Policies updated. |

Reviewed Plan February 2010.

| Action Required | Success Criteria | Timescale | Responsible Person (s) | Action |
|--|--|-----------|---|--|
| Ensure each class has an Information sheet on children with specific medical/behavioural needs, for supply staff use. | All staff in school fully informed of needs, and better equipped to meet them. | April 09 | TAs to produce list and inform supply as necessary. | Information sheets in place in each Year. |
| Ensure use of subtitles on DVDs for hearing impaired children. | Children's access to audio-visual learning enhanced. | April 09 | TAs to include need when completing action 1. | Completed. |
| Medical Room: a) Purchase chair bed and blanket. b) Place glass panel in door. | a) Increased comfort for poorly children. b) Improved supervision. | Summer 09 | Head; Bursar | Bed/blanket purchased Door removed. |
| Purchase a wheelchair for school use. | Improved mobility for school users with mobility problems. | April 09 | Bursar. | Wheelchair in school. |
| Produce a diabetic kit for visitors' use. | Kit available for diabetics in school. | April 09 | TA. | Not completed. |
| Improve disabled parking bay in main car park. | Clearly identified parking bay to improve access to main school building. | Summer 09 | Head; Premises committee; Bursar. | Parking bay repainted. |

Reviewed Plan February 2011.

| Action Required | Success Criteria | Timescale | Responsible Person (s) | Action |
|--|--|--|---|-----------|
| Ensure Information sheets are: a) reviewed mid-year and updated; b) passed up to next Year group at end of year; c) passed to peripatetic teachers. | All staff in school fully informed of needs, and better equipped to meet them. Reduced incidents of children's needs not being met when regular staff are absent. | a) March annually. b) July annually. c) April 10 | a) Sue W b) Class teachers c) Carole P. | Completed |

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|--|--|-------------|------------------------------|--|
| Produce an emergency food diabetic kit for visitors' use. | Food kit available for diabetics in school. | April 10 | Linda S. | Completed March 11 |
| Develop role of ITAs as link staff with traveller families. | <p>Improve communication and access of information for traveller families (e.g. explanation of letters).</p> <p>Improved integration and attendance of traveller children.</p> | March 10 on | Head. ITAs – Linda, Dawn. | <p>ITAs received input from READS teacher. Attendance on traveller-related training, shows etc.</p> <p>Meetings/contact established with families.</p> |

Revised Plan February 2011.

| Action Required | Success Criteria | Timescale | Responsible Person (s) | Action |
|--|--|------------------|--|--|
| Further develop role of ITAs as link staff with traveller families. | <p>Improve communication and access of information for traveller families (e.g. explanation of letters).</p> <p>Improved integration and attendance of traveller children.</p> | February 11 on | Head. ITAs – Linda, Dawn. READS teacher. | <p>ITA visits to local school with high number of travellers, to see practice.</p> <p>Travellers absent from May onwards limited opportunity for further progress.</p> |

Revised Plan February 2012.

| Action Required | Success Criteria | Timescale | Responsible Person (s) | Action |
|--|--|------------------|-------------------------------|---------------|
| Improve use of Information sheets by handing direct to supply staff on arrival in Office. | Supply staff fully informed of children with disabilities in their class. | Feb 12 | Head Bursar. | |
| Ensure all school trips and associated activities are accessible to children with disabilities. | Risk assessments completed. Education Visits Policy reviewed. Relevant liaison between EVO, trip leader and venue personnel. Adjustments made to accommodate identified pupils as fully as possible. High percentage of disabled pupils fully participating in out-of-school activities. | Summer 12 | EVO. Trip leaders. | |
| Identify key staff for children with significant disabilities, with responsibility for: Attending conferences; Liaising with family; Liaising with outside agencies; Communicating key information to relevant staff. | School fully informed of key information relating to child's needs. High quality provision to meet child's needs in school. | February 12 on | Intervention TAs. | |

There may well be further needs and actions arising in the future as the school population changes. The school staff will continue to respond creatively and purposefully to those needs to ensure that all members of the school community are fully included in all of the school's activities and facilities.