

John Clare Primary School Disability Equality Scheme

1. 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 people with a disability are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents or who have disabled siblings.

Vision, Values and Principles

We will ensure that we take a fully integrated approach to seeking disability equality and not bolt on the needs of disabled people. We will strive to ensure that issues affecting disabled people are fully embedded in all our working practices and we will have due regard to the need to:

- Promote equality of opportunity between disabled people and others.
- Eliminate unlawful disability discrimination.
- Eliminate unlawful disability harassment.
- Promote positive attitudes towards the disabled.
- Encourage participation by disabled people in the life of the school.
- Take steps to take account of a person's disability even where they involve treating a disabled person more favourably than other people.
- Continually monitor and improve our services to disabled people, seeking feedback from our own staff, pupils, parents, the wider community and the views of external agencies of and for disabled people.

Link: [Equal Opportunities Policy](#)
[Anti-Bullying Policy](#)

1.1 What do we understand by “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.

In line with the Disability Equality in Education (DEE) recommendations, all pupils and other members of the school community with SEN and those with long term medical needs will be treated as disabled for the purposes of the school's Disability Equality Scheme and Disability Access Plan (which will now form part of the Disability Equality Scheme). This is in addition to all people with long-term impairments, which have a significant impact on their day-to-day activities.

This school uses the “social model” of disability:

John Clare 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.

This school therefore uses the social model of disability throughout our work. 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.

1.2 School’s Strategic Priorities

In our planning processes and strategies we will consider the implications on all pupils, staff and other members of the wider community of our decisions so that we continue to develop social inclusion. We commit to ensure that no-one is given a service that is to a lesser standard or on worse terms because of their disability or personal circumstances.

We recognise that discrimination can occur

- If a disabled person is treated less favourably than someone else
- If that treatment is for a reason relating to the disability
- If that treatment cannot be justified
- If a reasonable adjustment is not made

As an organisation we seek to identify, with the help of our own staff, pupils, external bodies and other stakeholders, where there may be weaknesses in our service or where our service is not socially inclusive. We seek to recognise where there are areas for improvement and to demonstrate the capacity to improve. We seek to build on good practice which is assessed internally and externally and continually update our services and seek feedback from service users about our capacity to improve. We will set targets for the improvement of our services which are open and transparent and widely available to all. We will honestly review our progress towards those targets, revising them if needed and seeking expert advice where necessary.

The stakeholders who will assist us in meeting these high standards will include:

- The Pupils
- The Staff
- The Board of Governors
- The parents, guardians* and carers of our pupils
- Peterborough Local Authority
- DCSF, OfSTED
- External agencies
- Trade Unions
- Members of the wider community who use the school facilities.
- Members of the wider community who are affected by the presence of the school.
- Charitable organisations
- Organisations working with and for disabled people

*The term 'parent' will be used for the purposes of the rest of this document to mean parent or guardian.

1.3 Strengths & Weaknesses

This is what Ofsted said about us in March 2006:

“The school takes the care and welfare of pupils very seriously and the systems in place are very good. Pupils say they feel safe and secure in school. They have excellent relationships with staff and know that they will be listened to if they are worried or are having problems. The school actively promotes pupils' personal development as well as their academic achievement.”

“Pupils with learning difficulties or disabilities are identified early and very good support is provided. Parents like the good systems in place for the school to share information with them about their children's progress.”

“The curriculum is well organised for pupils with learning difficulties and disabilities and enables these pupils to achieve well and reach national standards in most subjects.”

1.3.1 Recruitment and Retention of Pupils with a Disability, or Pupils with Disabled Parents or Siblings.

We follow the accepted Peterborough City Council 'Admissions Criteria for Admissions and Appeals Procedures.' John Clare School will seek to accommodate pupils with disabilities wherever possible.

The school provides educational support facilities for pupils with disabilities. We provide these in the following ways:

- Pupils with a disability will have their needs and learning support requirements assessed utilising advice and support from external agencies (e.g SLT, Occupational Therapist, Educational Psychologist) according to need.
- Curriculum support will be provided for pupils with disabilities and/or learning difficulties.
- Equipment and assistive technology support.
- Specialist staff needed to support pupils with disabilities and/or learning difficulties may be arranged, for example, teaching assistants.
- Personal care assistance and provision of learning aids, large print notes.
- Accommodation of specialist dietary needs through the school meals provision.

Pupils with disabled parents, siblings or relatives will not be discriminated against because of the disability of their family member.

The school will provide special examination arrangements for pupils with disabilities and/or learning difficulties. We provide this service in the following ways:

- Identification of the student's need as early as possible.
- Negotiation of individual needs with the examining body.
- Provision of specialist support or facilities, as assessed by the school.
- Clear notification of arrangements to all concerned parties.

1.3.2 Recruitment, Selection and Retention of Disabled Staff

In recruitment, any disabled person who meets the criteria will be interviewed and special arrangements can be requested for both interview and skills tests. We recognise that we must strive for a culture where staff feel confident to identify their disability and be sure of the fact that it will be supported and not used in a negative way as such action would be unlawful and discriminatory.

Training and access to training opportunities are fundamental to fulfilling our obligations and promoting equality of opportunity. Training on disability awareness is mandatory for all staff. Training on the Disability Equality Scheme is given to all staff and will continue to form part of the induction programme. A variety of staff training and CPD courses run throughout the year. Regular appraisal procedures are used to identify staff training needs.

1.3.3 Support for learners with difficulties and/or disabilities is available through:

- Staff who can help with literacy, numeracy, dyslexia, learning difficulties, visual and hearing impairment and physical disability.
- Additional learning support, including access to external agencies (e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc.)
- Language and communication specialist support for dyslexia, visual/hearing impairments and other speech, language and communication needs.
- Reading software e.g. Neo Writer.
- Brain Builder
- Word/Number Shark
- Voice activated software e.g. Reading Assistant
- Listening Programme
- A small selection of large print books.
- Laptop computers for individual students.

There is wheelchair access to nearly all service areas and classrooms. Toilet facilities for disabled pupils are provided. A parking space is reserved for disabled users. The number of disabled spaces can be increased temporarily if required e.g. if letting for a function (part 3 of DDA).

2. The General Duty

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons –This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -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 feel unable to take part in due to their disability.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

(DDA 2005 S.49A)

3. How we 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.

Promoting Positive Attitudes

The action plan aims to build on our strong foundations of respect and consideration for people with disabilities. It is included here (Appendix 1), and as part of the School Improvement Plan.

Priority Areas identified in our Action Plan:

- To create an annual timetable of necessary actions under the DES.
- To embed procedures under the DES with respect to monitoring of Information, Performance and Evidence and Impact Assessment.
- To consider and implement requirements for the visually impaired.
- To ensure that alterations to the school building and premises take into account the needs of stakeholders with a disability.
- To raise and maintain awareness of issues related to disability within the school community.
- To provide additional training for staff on disability matters.

3.1 Involvement of Disabled People in Developing the Scheme and Consultation

We will consult the groups with primary responsibility for disability equality issues, as well as other networks and associations. There are a number of external groups which could be called upon dependent on the issues and the groups involved, as well as community organizations and interest groups (See Appendix 2). Whatever level of consultation is required we will consider the most appropriate format e.g. focus group, survey, meeting, email, other languages, and so on according to the target audience. The school will seek the opinions of all pupils and staff but will specifically seek the views of the disabled via questionnaires, meetings and the School Council. Staff pupils, their parents/guardians, carers and other stakeholders, will be canvassed on their views and experiences with particular reference to discrimination and harassment.

Equality and Diversity Committee

The committee will consist of Head Teacher, SENCo, SEN Governor, and a Teaching Assistant with relevant experience.

The functions of the Equality and Diversity Committee are to:

- maintain the focus and define the priorities of the organisation on diversity issues.
- promote two-way communication with pupils, parents, staff and with the wider community and organise stakeholder consultations (at least every three years).
- identify and encourage best practice/positive initiatives.
- identify positive strategies to overcome bad practice/barriers.
- maintain awareness of changes to legislation and practice related to disability.
- encourage the availability and use of independent advice and guidance.
- oversee the development and use of diversity monitoring.
- Impact assessment of policies.
- report to and liaise with the Governing Body on all matters related to the DES.

Views of stakeholders will be obtained via consultation (e.g. questionnaires, school council meetings) and taken into account in formulation and implementation of the action plan.

3.2 Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non - disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school.

The main strategies to bring about reasonable adjustments in the next three years are described in the Disability Equality Scheme Action Plan, however, reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents. The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully:

- In the classroom

- In the school curriculum
- At all times and in all parts of the building
- On school trips and visits

And when

- Disabled persons feel part of the life of the school
- Disabled persons are included by their peers in all parts of school life
- Parents of disabled pupils feel their child is part of the life of the school
- Staff feel confident in working with disabled pupils

3.3 Contractors & Procurement

The school will endeavour to ensure that contracted staff are aware of disability issues including harassment and bullying, particularly if in contact with pupils/staff.

3.4 Information, Performance and Evidence

The school will record all pupils with SEN and/or a disability and any actions taken to involve pupils, staff and other stakeholders with a disability and the outcomes that have been achieved e.g. results of questionnaires, feedback from individual pupils and parents/carers etc.

Sources of information (to be kept and used with due regard for strict confidentiality and according to the Personal Information Policy and requirements of the Data Protection Act):

a. Pupil Achievement

Raise on Line
Pupil Records
Assessment data
SEN records & Provision Mapping

b. Learning Opportunities

SEN records & Provision Mapping
Inclusion data
Lesson Observations
Class teacher planning and assessment

c. Admissions, Transitions, Exclusions (including SEBD)

Absence records
Admissions & Exclusions data
Exit questionnaires
SEN records & Provision Mapping
Transition records

d. Social Relationships

Anti-bullying logbook
Pupil Discipline records
Reflection Sheets
Serious Incidence Book
Inclusion data

e. Employing, promoting and training disabled staff

Staff Records - Annual meeting to be held between senior staff member and any staff with a disability to ensure that adequate provision is made for individual needs
Job application records
Exit interviews

f. Other

Stakeholder questionnaires & surveys
Complaints

Storage of information

Confidential information will be kept securely in the Head Teacher's office.

3.5 Impact Assessment

Policies are the responsibility of the Governing Body, and are available from the school, or on the school web site www.johnclareschool.co.uk. All policies have a built in review period in order for amendments to be made as a result of changes in legislation, consultation, challenge, etc. Review periods range from annually to once every three years depending on the nature of the policy. All policies are impact assessed by both Governors and the Equality and Diversity Committee either when created, or in the case of existing policies, when they are reviewed.

The purpose of carrying out impact assessments is to identify any adverse impact and establish if any changes need to be made as a result. If any adverse impact is identified, we are then able to establish whether any changes need to be made via consultation with the identified groups or communities. It may be that alternatives are available for consideration that will not have a detrimental effect.

Those responsible for creating/approving/reviewing policies will ask the following questions:

- What is the purpose of the policy?
- Who will have an interest in or be affected by the policy?
- What is the policy trying to achieve?

Then they will consider:

- known existing data or consultation results
- whether further information is needed.
- whether the policy may have relevance to the general duty.

Finally consideration will be given to the following questions:

- Will there be consequences for the public? For our staff? For our pupils?
- Is there any reason to believe that some may be affected differently because of their disability?
- Is there any evidence of discrimination either directly or indirectly?

Depending on the answers to these questions, an impact level will be assigned to the policy/procedure which determines the level of consultation which will be commissioned:

High impact – we will consult both internally (i.e. with school staff and pupils) and externally (i.e. with the public or agencies that represent the public).

Medium impact – we will consider the nature of the policy and will either consult internally only or may consider carrying out wider consultation. Whichever route is decided, all decisions and consultation responses will be recorded.

Low impact – there will be no formal consultation externally. We will consult internally only.

Policies which should be read in conjunction with the Disability Equality Scheme:

Anti-bullying
Assessment
Behaviour & Discipline
Child Protection
Complaints Procedure
Curriculum
E-Safety
Equal Opportunities
Gifted & Talented
Health, Safety and Welfare
Inclusion
Intimate Care
Lettings
Personal Information
PSHE & Citizenship
Risk Assessment
Sex and Relationship Education
Special Educational Needs
Use of Force

3.6 Complaints

Clear guidelines on how to make a complaint are available in the School Complaints Procedure, which is available on request in either hardcopy, large type or electronic format, from the school. A summary of the procedure can be found in the annual School Handbook and on the school website www.johnclareschool.co.uk

3.7 Monitoring

A report on all aspects of equality and diversity is produced for the Governing Body annually by the Equality and Diversity Committee. Annual monitoring reviews the overall school progress in meeting its action plan. Disability access is audited annually to inform the Disability Equality Scheme.

The following are general headings under which equality and diversity targets may be set:

- Recruitment of disabled pupils and staff
- Retention of disabled pupils and staff
- Disciplinary incidents involving disabled students
- Physical access to curriculum areas and the campus
- Access and assistive technology including specialist resources
- Health and safety of disabled people
- Accessibility of materials including website

The monitoring process will be used to ensure that pupils, staff and other stakeholders with and without disabilities are treated equally. To inform the setting of personal targets and the measurement of progress in achieving them, the School will collect and analyse the following information about disability.

For learners:

- Disability profile of learners
- Retention rates, including reasons for leaving.
- Achievement rates
- Satisfaction survey
- Analysis of disciplinary actions
- Individual profiles (to assess inclusion & social relationships)
- Sampling of application procedures to ensure non-discriminatory practices.
- Exit questionnaires for parents/guardians/carers.

For staff:

- Disability profile of employees by grade/salary scale and type of work [e.g. management, teaching, support, non-teaching]
- Job application and selection success rates.
- Type of contract (permanent, temporary, sessional).
- Training/Staff Development.
- Promotion application and success rates
- Monitoring of application/interview procedures to ensure non-discriminatory practices
- Grievances, disciplinary and capability proceedings.
- Exit interviews.

Other stakeholders:

- Satisfaction survey

The information will be presented annually to the Governing Body, thus ensuring our Disability Equality Scheme and action plan will be monitored and scrutinised in a number of ways.

3.8 Reviewing the Scheme

We will ensure that this Disability Equality Scheme is assessed and reviewed according to the General Duty every three years, and the Action Plan reviewed annually.

Review Date _____

Senior Member of Staff Responsible [The Headteacher](#)

Designated Member of Staff [NAME e.g. SENCo](#)

Signed:

Designated Member of Staff _____

Head Teacher _____

SEN Governor _____

Chair of Governors _____

Appendix 1 DES Action Plan 2008-2011

Priority To create an annual timetable of necessary actions under the DES.			Priority lead S L-W MF		
Success Criteria Timetable completed					
Tasks	Personnel	Resources	Timescale	Monitoring Process	Evaluation Process
Create timetable	E&D Committee	Time	By July 2008	HT to ensure timetable deadlines are met	Reviewed annually by Equality & Diversity Committee

Priority To ensure that alterations to the school building and premises take into account the needs of stakeholders with a disability.			Priority lead Bursar		
Success Criteria All buildings provide appropriate facilities for stakeholders with a range of needs, and in compliance with disability legislation.					
Tasks	Personnel	Resources	Timescale	Monitoring Process	Evaluation Process
Audit and incorporate the needs of stakeholders with a disability in the planning of all alterations and new buildings.	E & D Committee Bursar	Time Other resources as required.	June 2008 – July 2011	Bursar to promote disability needs when meeting with Property Advisors. Stakeholders consulted Governors updated on major changes if required.	Annual Disability Access Audit shows all buildings meet success criteria.

Priority Provide additional training for staff on disability matters.				Priority lead SENCO	
Success Criteria Staff training completed					
Tasks	Personnel	Resources	Timescale	Monitoring Process	Evaluation Process
Identify training needs.	SENCO		Sep 2008 – Oct 2009	SENCO to send questionnaire and analyse feedback	Highlight 3 key areas to give school focus for year.
Use Disability Discrimination Act materials to train staff based upon needs identified.	SENCO/ HT	Resource file inc DVD content	1 staff meeting per term (to include Teaching Assistants)	Minutes of meetings	Observations of practice to highlight impact of training
Source external support for Disability Equality training as and when appropriate	SENCO	External agency support	Ongoing		

Priority To embed procedures under the DES with respect to monitoring of Information, Performance and Evidence and Impact Assessment.				Priority lead SENCO	
Success Criteria Procedures embedded according to annual timetable.					
Tasks	Personnel	Resources	Timescale	Monitoring Process	Evaluation Process
Determine and establish methods of monitoring Information, Performance and Evidence data	E&D Committee	Time	By Jan 2009	SENCO to update files at start of each term. Share files with E&D Committee	Reviewed annually by Equality & Diversity Committee
Embed Impact Assessment	E&D Committee Governors	Time	By Sept 2009		Reviewed annually by Equality & Diversity Committee

Priority To consider and implement requirements for the visually impaired.				Priority lead SENCO	
Success Criteria School environment and practices meet the requirements of the visually impaired.					
Tasks	Personnel	Resources	Timescale	Monitoring Process	Evaluation Process
Use advice of experts, parents and pupils to adapt the school environment and practices to meet the needs of the visually impaired.	All Staff	Time Training materials SEN resources such as large print books.	June 2008 – Dec 2008	HT and SENCO to continue to monitor each term through observation. External support to be asked into school and judge provision.	Discussion with the visually impaired and their parents.

Priority Raise and maintain awareness of issues related to disability within the school community.				Priority lead SENCO	
Success Criteria School community awareness raised and maintained.					
Tasks	Personnel	Resources	Timescale	Monitoring Process	Evaluation Process
<p>Whole school assemblies to raise awareness of disability</p> <p>Specialist groups invited into school to talks with children e.g. Macmillan Cancer Research, Deaf Blind Centre</p> <p>Teachers to raise awareness when planning subjects such as SEAL and PSHE</p> <p>Displays and posters to be used in school to highlight key areas.</p> <p>Updates on disability issues to be included on weekly newsletter.</p>	All staff	Time Posters	Sept 2008 – July 2011	<p>Lesson observations</p> <p>School council to give feedback</p> <p>Parental feedback</p> <p>HT/ SENCO to meet half termly to discuss impact</p>	Impact fed back to H&S Gov committee through HT

Appendix 2

Contact details of disability groups and advice:
Please refer to Peterborough Unitary Authority Matrix publication.

Appendix 3

Three Yearly: Review and revise DES, action plan, and accessibility action plan. Combined plan published July 08, review for publication April 2011 (allowing time for stakeholder consultation – review will need to begin from Sept 2010).

Annually (see below for summary): Audit accessibility, review action plan & report.

1. Audit disability access (spring term for publication April).
2. Review progress on action plan annually by:
 - Reviewing all data as outlined in DES (second half of autumn term).
 - Review action plan Spring term each year in line with Accessibility audit and action plan (for publication April).
3. Report on scheme annually (summer term) (already necessary to report on accessibility action plan) e.g in prospectus/School profile.

**In the annual report on their scheme schools will want to report on:*

- *the progress they have made on their action plan; and*
- *the effect of what they have done.*

**Schools will need to revisit the information they gathered at the start. This information along with the views of disabled pupils, staff and parents will help the school identify the progress they have made and the actions they may still need to take. This should be summarised in the annual report.*

As with the scheme itself the report on the scheme may be made in a separate document or may be made within another document, for example: the school prospectus where the school is required to report on its accessibility plan. Where a school reports on its scheme in its prospectus, this should be in the form of a summary, with signposting to a full report elsewhere.

**Schools that develop a single document to serve as both an accessibility plan and a disability equality scheme will publish their next combined plan and scheme in April 2009.*

Key questions:

Who will extract the relevant information from the data sources? Who currently analyses what?

How & when will this data be collated? (Equality & Diversity Committee?)

Who will put together the annual report on the action plan? (Equality & Diversity Committee?)

Where will it be published & when? Summer? School Profile?

Action plan and accessibility plan will be sited in the SDP?

Timings for Equality & Diversity committee meetings?

Annual Timetable

Action	When	Who	Deadline
1. Audit disability access	First half spring term	Governors H&S Committee	April
2. Review progress on action plan			
Reviewing all data as outlined in DES	Second half autumn term	SENCO	Jan
Review action plan	First half spring term	SENCO/ SEN Gov/ HT	April
3. Report on scheme	Summer term		Summer (in line with Profile/prospectus)
Progress of action plan		Teachers/ TA's/ SENCO/ HT	
Results of any new consultation		SENCO/ HT	
Effectiveness of scheme		SENCO/ HT/ SEN Gov	

* guidance taken from the Government guidance document.