



# Disability Equality Scheme

2009 - 2012

Beech Hill Primary School



September 2009

## **Mission Statement**

---

At Beech Hill Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Beech Hill Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

# The Disability Equality Duty (DED)

---

## Definition of disability

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

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

## The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

# The Disability Equality Duty (DED)

---

## Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

## Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

# The Disability Equality Duty (DED)

---

## Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

## Involvement and consultation

---

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Beech Hill School has consulted with disabled pupils, parents of disabled pupils, staff and service users in the development of our Disability Equality Scheme through:

- The school council
- Review meetings with parents
- School Improvement Plan consultation meetings
- Questionnaires
- Drop – in sessions

## • The Broad Guidelines

---

In order to ensure that action is taken to meet the Disability Equality Duty, Beech Hill Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and includes the following good practice examples:

- Appropriate data collected and used, respecting confidentiality.
- Ensure all policies on review are linked appropriately to this Scheme.
- Provision of inclusive Wave 1 teaching across the curriculum differentiated accordingly.
- Identify pupils on the SEN, Vulnerable and G&T registers and through internal tracking systems monitor all pupils achievements including those with a disability and identify issues which may require additional action.
- Ensure that advice from outside agencies is acted upon and it's impact monitored.
- Increase parental involvement to maximise pupils access to the curriculum.
- Develop a more creative curriculum which takes into consideration the promotion of positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people by ensuring that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.
- Promote positive attitudes towards disabled people through the use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
- Ensure disability is portrayed positively in school books, displays and discussions.
- Promote positive attitudes towards disabled people through celebrating and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
- Invite visitors with a disability into school in order to promote a positive attitude.

- Eliminate discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability through the monitoring of incidents of harassment and bullying of disabled pupils and the use of circle time, story time or assembly to investigate to address any issues that arise with all pupils.
- Make reasonable adjustments to provision including curriculum and physical environment as finances allow.
- Ensure procedures for the election of Parent Governors are open to candidates and voters who are disabled.
- Follow LA guidelines regarding the employment of staff using the two tick system.
- Provide appropriate training as required.
- Written information for all stakeholders to be provided in accessible forms.

## **Responsibility**

---

The overall responsibility for implementation and monitoring of this scheme is with the Governing Body. Staff will follow the Scheme as agreed.

## **Conclusion**

Through implementation of the Disability Equality Scheme and action plan we will ensure that we address the needs of any disabled stakeholder, while monitoring and evaluating the effectiveness of any actions taken.

## **Review**

This scheme and associated three year Action Plan will be reviewed and reported on annually and revised every three years with an updated action plan put in place.

## Check list for school staff and governors

---

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled

## Action Plan

The following action plan outlines what will be achieved in the next three years with regards to meeting the Disability Equality Duty.

Requirements	Evidence	Comments / Action	Who will be responsible for implementing the action?	Start date	Completion date
<b>2009-12</b>					
<b>General</b>					
1.1 The DES describes how the school involved disabled people (pupil, staff, parents and governors) in the preparation of the scheme.	Minutes of meetings SIP Twilight sessions	An action plan was drawn up.	Leadership Team	Sept. 2009	July 2011
1.2 The School is implementing the actions in the scheme over three years.	Action Plan	An action plan was drawn up.	Leadership Team	Sept. 2009	July 2011
1.3 The School reports on its DES every year.	Report due September 2010	Report to Governors September 2010	Inclusion Co-ordinator	On - going	
1.4 The School has plans to review and revise its DES	Up to date scheme with dates of when to be reviewed.	Report to Governors	Inclusion Co-ordinator	On - going	

Requirements	Evidence	Comments / Action	Who will be responsible for implementing the action?	Start date	Completion date
every three years.		September 2010			
2009 – 2012 How the School will improve access for disabled pupils.					
2.1 Increasing access to the curriculum.	Vulnerable children's register.	In place	Inclusion Co-ordinator	Reviewed every term	
	G & T register	In place	Gifted and talented co-ordinator	Reviewed every term	
	SEN register (IEPs / IBP's	In place	Inclusion Co-ordinator	Reviewed every term	
	Interventions – including support from outside agencies.	In place	Inclusion Co-ordinator	Reviewed every term	
	Tracking	In place	Assessment co-ordinator	Reviewed every term	
	Review planning to ensure appropriate differentiation / adjustment for pupils with a disability.	In place	Subject co-ordinators / Senco / Deputy Head / Head teacher	weekly	
	CPD records	In place	CPD co-	On - going	

Requirements	Evidence	Comments / Action	Who will be responsible for implementing the action?	Start date	Completion date
			ordinator / Deputy Head / Head teacher		
2.2 making improvements to the physical environment of the school to increase access.	Moving and handling risk assessment carried out for pupil with disabilities.	Recommendations – providing handrail for steps into KS2 corridor Provide handling belt and training for relevant support assistants	Headteacher Grounds Manager Senco		May 2009
	Enlarging / refurbishing library – building to specifications to allow disabled access	Plans drawn up with regard to DES	Headteacher Governors	July 2009	November 2009

Requirements	Evidence	Comments / Action	Who will be responsible for implementing the action?	Start date	Completion date
		scheme			
	Enlarging / refurbishing staffroom – building to specifications to allow disabled access	Plans drawn up with regard to DES scheme	Headteacher Governors	July 2009	November 2009
	Enlarging / refurbishing reception area – building to specifications to allow disabled access – ramped entry, welcoming environment.	Plans drawn up with regard to DES scheme	Headteacher Governors	July 2009	September 2009
	Outside steps edged yellow for pupils with VI	Taken to grounds committee	Headteacher Grounds Manager Senco	May 2010	
	Plans drawn up for rebuilding / refurbishment of ks1 area	Consultation with architect on providing KS1 with a high quality space to provide extra	Headteacher Governors	Plans drawn up. Possible building work - 2011	

Requirements	Evidence	Comments / Action	Who will be responsible for implementing the action?	Start date	Completion date
		areas in order to support a creative curriculum.			
2.3 making written information accessible to pupils and parents in a range of different ways.	Information booklet 'Supporting children with Dyslexia' Classroom audit on the Inclusive classroom undertaken ( focus of classroom observations – July 2009) Digital signage Multi – lingual signage.	As recommended – printing on different coloured paper / different font and font size when appropriate. Background on Smartboard	Leadership Team All staff	On - going	
2009 – 2012 How the School gathers information on the effect of the school's policies on:					

Requirements	Evidence	Comments / Action	Who will be responsible for implementing the action?	Start date	Completion date
3.1 the recruitment, development and retention of disabled employees.	Calderdale's two tick system		Headteacher	On-going	
3.2 the educational opportunities available to, and the achievements of, disabled pupils.	Tracking Monitoring interventions Deployment of learning mentors Celebration assemblies Residentials Participation in sporting events	Provision mapping	Assessment co-ordinator Senco Primary link teacher All staff	On-going	
3.3 the school's methods for assessing the impact of its current or proposed policies and practices on disability equality.	Review of all policies with staff (staff meeting minutes) Review of policies with Governors (governor's meeting minutes)	All policies reviewed take account of DDS	Head Deputy Head Governors	Rolling programme	
3.4 the steps school is going to take to meet the general duty.	Inclusive teaching PSHCE Link school – Woodbank Special School – joint celebrations SEAL work in small groups, class and assemblies General environment	Increase the number and variety of projects undertaken with Woodbank School	Head Deputy Head All staff Governors	On – going until 2012	

Requirements	Evidence	Comments / Action	Who will be responsible for implementing the action?	Start date	Completion date
	<p>Follow regulations            Complete risk assessments and implement recommendations.            Incidents logged and dealt with sensitively            Displays / books            Appointment of a disabled member of staff.</p>	<p>Undertake parent workshops to raise understanding of disabilities.            Invite visitors into school to promote positive images of disability            The appointment of a disabled governor.            Celebration of the paraolympics in 2012.            Participation in national disability campaigns.</p>			

Requirements	Evidence	Comments / Action	Who will be responsible for implementing the action?	Start date	Completion date
3.5 the arrangements for using information to support the review of the action plan to inform subsequent schemes.	School disability checklist Minutes of review meetings	Implementation of action plan reviewed annually.	Head Deputy Head Senco	Reviewed annually	

