



St John's Catholic Primary School

Disability Equality Scheme

'I have come that you may have life and have it to the full'

(John 10:10)

1. Aims of Policy
2. Definitions of Disability (DDA Part 1)
3. Schools Duty in Relation to Employment (DDA Part 2)
4. School's Duties in Relation to the Provision of goods, Facilities and Services (DDA Part 3)
5. School's Duty towards Pupils and Prospective Pupils (DDA Part 4)
6. The Disability Equality Duty – General & Specific Duties (DDA Part 5)

The Disability Equality Scheme

1. Consultation
2. School Policies
3. Action Plans
4. Assessing, Recording and Reporting
5. Appendix

Here at St John's Catholic Primary School we actively promote the development of the 'whole' person as participants in the Christian educating community. The Gospel message permeates all aspects of our school life, where all are encouraged to reach their full potential.

We encourage and inspire children to grow in their faith and love of God. Each child and adult is valued regardless of gender, nationality, social background or ability. We strive to create an atmosphere of love and respect, caring and sharing among all those who contribute to the life of our school. All are encouraged to grow in tolerance, respect and celebration of others within our diverse wider community.

We are committed to fostering learning experiences which challenge and enrich every child. We recognise that each child is special and talented in their own way and we endeavour to provide well a planned, co-ordinated and well-resourced curriculum, which reflects our high expectations of children, meets their individual needs and incorporate their learning styles.

1. AIMS OF THE POLICY

- To ensure that we uphold the inclusive ethos of our school, ensuring equality and fairness to those around us
- To inform all staff, pupils, governors and parents of the definition 'Disability'
- To outline the duties expected of the school (which includes all staff and Governors) in Relation to the Disability Discrimination Act 1995 & 2005 and Disability and Equality Act 2010.
- To outline the school's Disability Equality Scheme, the policy and the process
- To ensure regular monitoring and reviews of the Scheme
- To protect all those at our school against discrimination due to a disability
- To name the appointed person overseeing the Disability Equality Scheme

2. DDA Part 1: The definition of disability

The definition covers a much larger group of people than is commonly thought. A report from the Cabinet Office, *Improving the Life Chances of Disabled People*, draws on estimates that suggest that about 772, 000 children in the UK are disabled, equivalent to 7% of all children.

The DDA defines a disabled person as someone who has:

‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Definition of the terms:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long term’ is defined as 12 months or more.

The definition includes a wide range of impairment, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are likely to amount to a disability, but only if the effect on the pupil’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil’s ability to carry out normal day-to-day activities.

The test of whether impairment affects normal day-to-day activity is whether it affects one of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

3. DDA Part 2: Schools' duties in relation to employment

Part 2 of the DDA says that it is unlawful for employers to discriminate against disabled employees and prospective employees. An employer discriminates if:

- It treats a disabled employee or prospective employee less favourably than another by direct discrimination. Direct discrimination cannot be justified;
- It fails, without justification, to take reasonable steps to avoid placing a disabled employee or prospective employee at a substantial disadvantage (the 'reasonable adjustments duty');
- It treats a disabled employee or prospective employee less favourably than another for a reason related to their disability and without justification (the 'less favourable treatment duty');
- If it subjects a disabled person to harassment for a reason related to his disability.

The duties apply to:

- Recruitment, selection and interview procedures;
- Terms and conditions of employment;
- Opportunities for promotion, training, professional development and other benefits;
- Dismissal proceedings.

The duties apply to all existing and prospective staff:

- Teaching and non-teaching;
- Full-time and part-time;
- Permanent, temporary and casual staff;
- Contract staff, for example contract cleaners and agency supply teachers.

The reasonable adjustments duty in Part 2 of the DDA includes:

- The provision of auxiliary aids and services;
- Physical alterations to buildings.

When a disabled person considers that they have been discriminated against they should first seek to resolve the dispute within the workplace, wherever possible. A claim of discrimination is made by application to an employment tribunal.

The Disability Rights Commission (2004) *Code of Practice: Employment and Occupation* provides detailed information including examples to illustrate the provisions of Part 2. In addition, whilst the duties in Part 2 are to individual disabled people, the Code outlines measures that employers would sensibly

take to prevent discrimination in the workplace and how they can plan to avoid discrimination in the future.

4. DDA Part 3: Duties in relation to the provision of goods, facilities and services

Part 3 of the DDA says that it is unlawful for service providers to discriminate against disabled people. A service provider discriminates if:

- It treats a disabled person less favourably for a reason relating to that person's disability and without justification (the 'less favourable treatment' duty);
- It fails to make reasonable adjustments for a disabled person and without justification (the 'reasonable adjustments' duty).

The less favourable treatment duty covers:

- Refusing to provide a service to a disabled person which is provided to other members of the public;
- Providing a disabled person with a lower standard of service; and
- Providing a service on less favourable terms to a disabled person.

The reasonable adjustments duty applies to:

- Any practice, policy or procedure that makes it impossible or unreasonably difficult for a disabled person to make use of a service;
- The provision of auxiliary aids and services that would enable or facilitate the use of a service by a disabled person;
- Physical features. Reasonable adjustments to physical features might include:
 - removal or alteration;
 - providing a reasonable means of avoiding the feature;
 - making the service available by a reasonable alternative method.

The reasonable adjustments duty is owed to disabled people in general. It is not simply a duty that is weighed in relation to each individual disabled person, rather it requires service providers to think ahead and anticipate the adjustments that might be needed to enable access to a service.

The reasonable adjustments duty does not require service providers to do anything that fundamentally alters the nature of the service provided.

It is also unlawful for a provider of services to subject a disabled person to harassment if that person is using that service or has requested that service.

Part 3 applies to schools where they provide services to parents and carers and to the wider public, for instance: a meeting between teachers and parents, a meeting of the governing body itself, the use of the school buildings by a community group.

More details on the Part 3 duties, and guidance on their interpretation, can be found in the Code of Practice issued by the Disability Rights Commission (2005) *Disability Discrimination Act 1995: Code of Practice - Rights of Access: services to the public, public authority functions, private clubs and premises*.

5. DDA Part 4: Schools' duties towards their pupils and prospective pupils

Part 4 of the DDA says that it is unlawful for schools to discriminate against disabled pupils and prospective pupils. A school may discriminate if:

- It treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification (the 'less favourable treatment' duty);
- It fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage (the 'reasonable adjustments' duty).

The duties apply to:

- Admissions;
- Exclusions; and
- Education and associated services (a broad term covering the whole life of the school).

Schools are also required to develop plans (accessibility plans) to improve access for disabled pupils by:

- Increasing access to the curriculum;
- Improvements to the physical environment of the school to increase access;
- Making written information accessible to pupils in a range of different ways.

For schools, the reasonable adjustments duty in Part 4 of the DDA does not include:

- The provision of auxiliary aids and services: this provision is made through the SEN duties;
- Physical alterations to buildings: these are made through the planning duties.

Accountability:

- Ofsted inspects the quality of education provided for all pupils;
- Ofsted inspects schools' plans.

When a parent considers that their disabled child may have been discriminated against:

- The parent of a disabled pupil or prospective pupil can make a claim of discrimination to the SEN and Disability Tribunal.

The Disability Rights Commission *Code of Practice for schools: DDA 1995: Part 4* provides guidance on how Part 4 of the DDA applies to schools.

6. DDA Part 5 A: The Disability Equality Duty

The Disability Equality Duty consists of two main duties:

- A general duty and
- A specific duty.

Both apply to all publicly-funded schools.

Responsibility for the duty lies with:

- The governing body of a primary or secondary school;
- The 'proprietor' of a City Technology College, City College for Technology of the Arts, or an Academy;
- The governing body of a community school or a foundation special school;
- The local authority with respect to pupil referral units that it runs.

The General Duty

The requirement is for schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- Eliminate harassment of disabled people that is related to their disability;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

The duties work across schools' existing duties:

- To disabled pupils;
- To disabled staff; and
- To disabled parents and carers and other users of the school.

The general duty applies to all schools.

The Code of Practice, published by the Disability Rights Commission (2005) *The Duty to Promote Disability Equality: Statutory Code of Practice* provides more detail on the duties and information and guidance on their implementation.

The Specific Duty

In addition to the general duty, regulations made under the Part 5A of the DDA set out a specific duty on certain public authorities, including all publicly-funded schools, requiring them to demonstrate how they are meeting the general duty.

The main requirements of the specific duty are to:

- Prepare and publish a Disability Equality Scheme;
- Implement the scheme; and
- Report on it.

We are required to undertake the development of their scheme in a particular way and to include particular elements. We have:

- Involved disabled children, young people and adults in the preparation of the scheme;
- Set out the scheme by:
 - involving disabled people in its preparation;
 - gathered information on the effect of the school's policies on:
 - * the recruitment, development and retention of disabled employees;
 - * the educational opportunities available to and the achievements of disabled pupils;
 - assessing the school's methods of assessment and the impact of its current or proposed policies and practices on disability equality;
 - ensuring the school takes steps to meet the general duty.
 - using the information to support the review of the action plan and to inform subsequent schemes.

We have:

- Implemented the actions;
- Reported on their scheme annually;
- Reviewed and revised the scheme every three years.

The scheme itself may be published as part of another document, as may the report on how the scheme is being implemented.

The school is not required to do anything under its scheme that is unreasonable or impractical.

The Code of Practice, published by the Disability Rights Commission (2005) *The Duty to Promote Disability Equality: Statutory Code of Practice* provides more detail on the duties and information and guidance on their implementation.

St John's Catholic Primary School Disability Equality Scheme

ACCESSIBILITY PLAN

1. Consultation

Here at St John's Catholic Primary Schools we welcome the views of all our stakeholders¹. We regularly consult with parents, pupils, staff and visitors, listen to their views and look for ways to improve our school. In order to ensure our school is accessible to all we endeavour to consult with our stakeholders on a regular basis. Consultations may be informal, arising from day to day working or unforeseen events or discussions.

All formal consultations should be carried out at end of each SIP 3 Year cycle. This consultation will include:

- Consultation with Staff - annual Accessibility Forms, feedback from discussion & minutes from the various staff meetings
- Consultation with Pupils - annual pupil questionnaires, Accessibility Forms (updated annually)/ School Council feedback
- Consultation with Parents and other Visitors to the School - annual parent questionnaires, notices in termly newsletters, written feedback accompanying Accessibility forms
- Consultation with Visitors - support and feedback from Outside Agencies is welcomed e.g. Kent Association for Blind; building contractors; Visitors Book comments

2. School Policies

In order to ensure School Policies are fully inclusive and take into consideration accessibility and the educational opportunities for pupils with disabilities, the Named Appointed Person is responsible for completing the Checklist of School Policies (included in the appendix) and reviewing it with a member of the SLT & Governors annually.

3. Action Plan

All action plans share the same values as our Mission Statement and Equal Opportunities Policy.

The school's Action Plan for Accessibility comes in two parts – the Long Term Plan (3 year) and Short Term Plan (1 year).

¹ Stakeholders include pupils, prospective pupils, parents/guardians and other caregivers, governors, volunteers, visitors or any other members of the school community.

The Action Plan is built into our School Strategic Plan which also follows a 3 year long term overview and 1 year short term cycle. An 'Accessibility' section will be included in the 2011-2014 3-Year Plan under Inclusion. Annual targets and action will be set from the long term document and annually reviewed and reported on as part of the SIP process.

4. Assessing, Recording, Reporting

In line with the consultation process, the assessment may also be informal. Issues may arise through unexpected events e.g. new pupil arrival, SEN issues etc. All assessments will be reported to the SLT and can be added to/ amended in the SIP as necessary.

Formal Annual Assessment - as with all areas covered by the SIP, Accessibility will be reviewed at end of Summer Term to inform the actions to be set for the start of the next academic year in September. The Named Appointed Person is responsible for assessing the outcomes at the end of each academic year.

Review - Annually reviewed (through the SIP). Issues arising from new school policies published throughout the year are always reviewed by the SLT; ensuring issues of Accessibility are taken into account.

Recording - As the SIP is working document so is the Accessibility action plan. When the SIP is reviewed throughout the year the document is amended as and when necessary by the SLT.

Reporting - An annual report on the Accessibility action plan, will accompany other SIP reports, written by the Named Appointed Person each September. The report will include any amendments made to the plan, which actions have been taken and which actions need to be addressed in the next academic year. Results from the consultations at the end the previous academic year will also be included.

The Named Appointed Person: Mr Jonathan Shields

Supporting Governor: Mrs Karen Thompson

The person responsible for this Policy is Jonathan Shields

Date of review: July 2015

Date of next review: July 2017

Appendix

1. Checklist of School Policies and their Impact on Accessibility
2. Consultation Letter to Parents
3. Consultation Letter to Staff
4. Consultation Letter to Governors
5. St John's Catholic Primary School - Accessibility Questionnaire for Pupils
6. Other Data Forms

CHECKLIST OF SCHOOL POLICIES AND THEIR IMPACTS ON DISABLED PEOPLE

1. Educational Visits and Trips

- The school ensures that all pupils can participate in visits.
- The school makes available to all staff planning trips the access, medication and personal care needs of pupils on a need to know basis.
- The school keeps a database of accessible venues, any barriers they may have and the reasonable adjustments required.
- All trips planned well in advance so risk assessments can be undertaken, activities planned and reasonable adjustments made.
- The school provides alternative activities for a group of disabled pupils and their peers when the activity is inaccessible.

2. Homework

- Homework is accessible to all pupils or differentiated to meet the learning needs of all.
- The school encourages peer support and collaborative learning.
- Achievement rather than attainment is priority and judged against each pupil's level.
- Reasonable adjustments are made in activities where pupils are asked to undertake and differentiated in the way that they do them.

3. Behaviour

- The school operates a differentiated behaviour policy with reasonable adjustments for disabled pupils with challenging behaviour.
- The peers of disabled pupils are taught the reasons why the school operates such a differentiated behaviour policy.
- The school trains and use peer mentors and peer mediators.
- The school operates a self-controlled time out system for identified pupils.
- Staff are supported by outside agencies in developing their approach to behaviour, when appropriate.
- Exclusions are monitored for impairment on a regular basis.
- All staff are trained in the Behaviour Policy and practice and the reasons why a differentiated policy operates.
- All support staff such as midday supervisors are trained to run lunchtime activities.
- 'Buddies' and 'Circles of Friends' are set up for pupils who are vulnerable to exclusions.
- Person centred planning tools are used in the school.
- The school seeks to develop emotional intelligence and give pupils a range of strategies for dealing with conflict.

4. Health and Safety Policy

- Health and Safety Inspections undertake risk assessments and record risks to disabled people such as slippery floor coverings or non-adapted equipment e.g. mounted electric drills at the wrong height.
- The school has evacuation procedures which accommodate disabled people.
- The school carries out all necessary risk assessments for the particular circumstances and of any specific disabled pupil.
- The school ensures that training is available for all staff involved in procedures that carry risks such as lifting and handling, administration of medicines or personal care or invasive procedures.
- The school has in place all necessary procedures for servicing/maintaining pupil aids and appliances either internal or external.
- The schools accident reporting system allows for monitoring by impairment.
- The policy identifies hazardous situations for disabled pupils such as strobe lighting, chemicals or allergens.

5. School Clubs

- All club and extended day activities are inclusive.
- Peer support and collaboration is encouraged in these activities.
- Pupil participation and achievement is more important than attainment in these activities.

6. Staff Recruitment and Retention Policy

- The school monitors the number of staff who counts as disabled people under the DDA.
- The school operates a policy of positive discrimination up to target levels.
- The school provides reasonable adjustments for disabled staff e.g. accessible accommodation, allowing additional time off for disabled staff, if necessary.
- The school operates measures to train and promote disabled staff.
- The school meets disabled staff to provide feedback on how school policies and procedures impact upon them.
- The school makes reasonable adjustments to retain staff that develop impairments during the course of their employment.

7. Anti-bullying policy

- All disabled children and adults at the school are positively encouraged to report all such occurrences.
- Pupils are trained/appointed as 'peer mediators.'
- Staff are made aware of the anti-harassment guidance.

8. Sickness Monitoring and Leave

- The school distinguishes between time off arising from disabled staff's underlying impairment and general sickness.
- The school allows disabled staff additional time off for treatment for their impairing condition without penalising them.
- If staff develop a long-term impairment during the course of their employment, the school makes adjustments.
- The school varies the duties of disabled staff where necessary as a reasonable adjustment.

9. Equal Opportunities Policy

- The school promotes disability equality.
- The school understands the multi-layering of different equality issues for disabled people e.g. gender and disability, race or ethnicity and disability, sexual orientation and disability, age and disability, religion and disability.
- The school sets up mechanisms to consult with disabled staff, pupils, parents and disabled members of the local community, if necessary.
- The school's databases sufficiently detail to reflect the performance and outcomes of disabled pupils as compared to non-disabled and are sufficiently broken down by impairment groups to reflect barriers.
- Potential barriers in admissions, progression and transition are identified and solutions diminished or removed to ensure they are included.
- Disability policies have clear action targets and timescales for implementation.

10. Medical and personal care needs

- Disabled children and their parents been consulted on how they want the procedure or administration of medication carried out.
- The dignity and discomfort of disabled pupils is a major determinant of how procedures are developed.
- Staff are sufficiently trained in any necessary procedures.
- All staff are aware of what to do in a medical emergency.
- All teaching and support staff are made aware of the medical needs of each pupil on a confidential basis, with parental permission.
- A state-registered nurse provides staff training on invasive care and administration of medicines, when necessary.
- Risk assessments are carried out so that they are specific to the circumstances in each case.
- The school encourages disabled pupils, wherever possible, to self-administer medicines and undertake procedures such as insulin injections or catheters.
- The school supports the empowerment and development of self-esteem of the disabled pupils.

11. Sex Education Policy

- The schools sex education policy takes into account the needs of all children, including disabled children.
- Sex education materials are made available in formats suitable and accessible for all pupils.
- Parents of all children are encouraged to allow their children to have sex education, including disabled children but have the right to withdraw their child from this.
- All pupils are encouraged to respect differences and respect each other's identity.

12. Pupil participation in decision-making

- The School Council has disabled representatives.
- Disabled pupils are given positions of responsibility such as playground buddies or mentors like everyone else.
- Achievements of all pupils including disabled pupils are celebrated at assemblies.
- Disabled pupils can express their views in whole class forums or discussions.
- Staff are encouraged to support disabled pupils in expressing their views through various means of communication.

13. Premises and Lettings Policy

- The school has an access policy.
- The school examines all projects to maximise access and make reasonable adjustments for disabled people.
- The school's point of contact with the public is fully accessible.
- School staff dealing with the public have had disability equality training e.g. office staff, school keeping staff or the Bursar.
- Evacuation procedures have been developed and take full account of the needs of disabled people.

14. Complaints procedure

- The school urgently seeks to resolve any issues of concern raised by parents about their disabled children or by disabled pupils.

15. Governance

- All Governors are aware of their statutory responsibility to promote Disability Equality.
- The Governing Body and School develop an inclusive ethos.
- The Governing Body have had training on their Disability Equality Duty.
- Governors' meetings and proceedings are accessible.
- Governors' elections and co-options are positively exercised to appoint disabled governors.
- The Governing Body have disability monitoring results regularly presented to them via RAISE.

- All Committees of the Governing Body contribute to develop the School Disability Equality Scheme.
- The Governing Body has a School Access Plan.
- Governors regularly revise school policies to fit the anticipatory duty and the duty to promote disability equality.

16. Curriculum Policy

- The school ensures that all pupils gain an understanding of the discrimination disabled people face and the negative attitudes and stereotypes that can commonly occur.
- The school ensures that some part of the curriculum in each year raises disability equality issues.
- The school ensures disability equality is raised in PHSE and Citizenship.
- Disabled adults from local disability organisations are welcome to address pupils.
- The achievements of disabled people are displayed in positive way.
- Teachers consider the disability content of different parts of the curriculum and how this will impact on disabled pupils e.g. negative stereotypes in literature or arguments about terminating disabled babies in Religious Education or Biology.

17. Teaching and Learning

- The school ensures all teaching staff are aware of the General Inclusion Statement and that they apply this in their planning and teaching.
- Joint planning time is made available during the school day for teachers and teaching assistants on a regular basis.
- Appropriate staff are familiar with P-Scale target setting and assessments for pupils with learning difficulties.
- All staff have had Disability Equality Training and can apply the outcomes to their planning and teaching.
- Teachers prioritise the essential knowledge they wish all pupils to gain from the lesson.
- Teachers organise the styles and methods of their learning to suit the multi-various way pupils learn best.
- All teachers consider and implement the modifications necessary for the range of needs in the class.
- All teachers consider how pupils will demonstrate/communicate what they have learned.
- All teachers consider how to optimally organise the classroom for learning for all - in terms of layout, grouping, materials and use of support.

18. Monitoring & Assessment Policy

- The school identifies all disabled pupils in their databases.
- The school identifies all disabled pupils and their access needs.
- Teaching staff ensure that they have methods in place to establish what disabled pupils have learned in each lesson.
- The progress of disabled pupils make are systematically recorded and monitored alongside every other child.
- Staff know the adjustments that different disabled pupils require to ensure they learn e.g. extra time or amanuensis.
- Individual disabled pupil's achievements are recorded in addition to their general attainment levels.
- All teaching staff differentiate work for all pupils including disabled pupils.
- Senior member of staff can apply for adjustments from the Exam Boards.

Dear Parents/Carers,

Here at St John's Primary School we are constantly looking for ways to better support all of our pupils, parents staff and community members. We are regularly updating our Accessibility Policy in line with the Disability Discrimination Act (2005) and the Disability and Equality Act (2010).

CONSULTATION

We would like your views on how we can make our school environment more accessible. Some areas for consideration may be:

- Access to and around the school
- Communication
- Pupil's Access to the Curriculum
- Medical & Personal Care
- Health & Safety
- School Clubs & Educational Trips

Please send your suggestions, in writing, to the school in an envelope marked 'Accessibility Consultation'. We endeavour to make our school as accessible as possible, and although we may not be to act on all suggestions, the Senior Leadership Team & a member of the Governing body will consider and discuss them all.

PUPIL DATA

In order to support the Accessibility Policy, and to target appropriate resources, we ask all parents to fill in the attached form and return it to their child's class teacher. Information will be used to 'build a picture' of the needs of our pupils, help us target resources appropriately, and will be handled in a confidential manner.

I thank you for your time and support on this matter.

Yours sincerely

Mrs J Hawkins
Inclusion Manager

Dear Governors,

Here at our school we are constantly looking for ways to better support all of our pupils, parents staff and community members. We are regularly updating our Accessibility Policy in line with the Disability Discrimination Act (2005) and Disability and Equality Act (2010).

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