

Introduction

At St Edwards (CE) Academy, we welcome our general responsibilities under the new DED (Disability Equality Duty April 2011) to have due regard to the need to:

General Duties

We will actively seek to:

- Promote equality of opportunity between people with disabilities and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of people with disabilities
- Promote positive attitudes towards people with disabilities
- Encourage participation by people with disabilities in public life. Whilst respecting the wishes of children with disabilities not to feel pushed into activities they do not wish to take part in.
- Take steps to take account of the different disabilities that people have, even where that involves treating disabled persons more favourably than other persons.

This is also known as the Disability Equality Duty (DED) and applies to all children with disabilities, staff and those using services provided by St Edwards (CE) Academy

Disability Equality Scheme (DES) and Action Plan

This DES sets out the steps the Local Academy Council (LAC) will take that will result in improved outcomes for disabled pupils' parents/carers and staff in all aspects of school life.

At St Edwards (CE) Academy 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 is specifically monitored and the data used to raise standards and ensure inclusive teaching.

Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible.

At St Edwards (CE) Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school. We will not tolerate harassment of disabled people with any form of impairment. This DES should be read in conjunction with our school Equality Statement.

Definition of Disability

The Disability Discrimination Act 1995 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'. According to the Disability Discrimination Act, impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more 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 and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. 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 effects on his/her ability to carry out normal day-to-day activities

Disability Equality Scheme (DES) and Action Plan

How we gather information on the effect of our policies and practices on disabled people

We recognise that our policies and practices may impact on disabled people and in particular recruitment, development and retention of disabled employees.

We acknowledge that in order to create actions to promoting disability equality, information will need to be gathered from a wide range of sources. We will ensure that information is gathered in relation to both employment and the delivery of our services.

The processes we use for gathering information will include:

Pupil Achievement: Systems are in place to support the learning and progress of all pupils, including disabled pupils. All pupils' progress and achievement is tracked regularly, allowing us to identify the progress of all specific groups including disabled children

Learning Opportunities: Measures are in place to ensure all pupils have access to our curriculum which is broad, balanced, relevant and rich in first hand experiences. Our creative curriculum supplies inclusive learning opportunities before, during and after school. Reasonable adjustments will be made to enable all pupils to attend educational visits. These are recorded on risk assessments and care plans

Admissions, Transitions, Exclusions: Our admissions policy supports disabled children. We make reasonable enquiries at admission and transition stages to find out whether pupils have additional needs. We follow exclusion guidance to ensure all pupils; including disabled pupils are treated fairly and correctly

Social Relationships: To encourage good social relationships for all pupils we place social and emotional aspects of learning e.g. SMSC, (SEAL) at the core of our curriculum. All pupils have access to opportunities to interact with a range of people, and strategies are used to encourage this, for example visitors assemblies, talking partners, circle time, role play, Comenius projects and interschool sports events.

Employing, Promoting and Training Disabled Staff: We follow Staffordshire University Academies Trust (SUAT) guidance and procedures on the recruitment and appointment of staff. CPD for all teaching staff is available and prioritised to meet the needs of the school improvement plan, and performance management targets. CPD is available for support staff, in areas to enhance the learning, well-being and safeguarding of our children.

How we will assess the impact of our policies?

We assess the impact of our policies following a whole school monitoring timetable using self-evaluation strategies. This will allow us to gather information to further the quality and effectiveness of our provision. We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community.

We have agreed a programme to review this impact and this is contained in our action plan.

In addition to the above general duty to promote Disability Equality, St Edwards First School has specific duties.

Specific Duty

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life. The specific actions currently being taken include:

<p>Involvement of people with disabilities in developing the scheme</p>	<p>At St Edwards (CE) Academy consults with children with disabilities, staff and service users in the on-going development of the Disability Equality Scheme by:</p> <ul style="list-style-type: none"> • Pupil Passports and Annual Reviews with SEND children/parents of • Analysis of available school disability data • Analysis of a range of Local Authority/Specialist Organisations reports examining the experiences of children with disabilities • Meeting with parents at consultation evenings
<p>Developing a voice for children, staff and parents/carers with disabilities</p>	<p>At St Edwards (CE) Academy developing opportunities for children with disabilities, staff and parents/carers by:</p> <ul style="list-style-type: none"> • Including children and parents/carers in review meetings • Including children and parents/carers in school questionnaires • Class teachers discussing issues regularly with children (via SMSC, PSHCE & SEAL) • Use of the Pupil council • Having a cycle of agenda items at the Local Academy Council (LAC) meetings to discuss SEND issues
<p>Encouraging participation in public life of people with disabilities</p>	<p>At St Edwards (CE) Academy ensures that children with disabilities are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> • Collective Worship • SMSC • Performances • Sports activities • School council • Governing body <p>Children with disabilities are included fully in normal school life. However, as with all children, risk assessments are undertaken to ensure the safety of all participants in any activity.</p>

<p>Eliminating harassment and bullying</p>	<p>At St Edwards (CE) Academy has a clear anti-bullying policy (Dealing with conflict). This policy was last reviewed in 2017 and is due for review in 2019</p>
<p>Promoting positive attitudes towards people with disabilities</p>	<p>At St Edwards (CE) Academy promotes positive attitudes towards people with disabilities by:</p> <ul style="list-style-type: none"> • Ensuring displays and resources reflect diversity • The curriculum positively exploring both differences and similarities • Teachers taking into account Pupil Passports and care plans when planning lessons • Use of outside agencies to support staff training • Being fully dyslexia friendly(re accredited 2017) • Using newsletters and web pages to promote policies.

<p>Removing barriers</p> <p>a) Learning</p>	<p>At St Edwards (CE) Academy removes barriers by:</p> <ul style="list-style-type: none"> • Including children with disabilities in school trips unless a full risk assessment indicates that participation should not take place for full health and safety reasons. • Additional staff are allocated to accompany those children with specific needs. • Wheelchair access on bus/coach transport is used if required. • Risk assessments are carried out for all trip locations. • Having appropriate seating and desk support available to provide necessary back support in school where required • Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities all children • Teachers are provided with on-going information specific to individual children • Ensuring children with disabilities have access to extra curricula activities. • Should it become necessary, Braille signs for visually impaired children will be displayed and used • Locating hearing impaired children in a room (two are currently installed across the school) • Using coloured backgrounds on Interactive Whiteboards and to aid long term signage children with dyslexic type difficulties and providing access to coloured rulers, overlays and coloured paper for printing resources as required. • Teachers adapting, where possible, resources and techniques to suit a wide range of learners and needs. • All children having access to resources as required • Provision is made for all abilities including specialised resources for children with disabilities • Following SATs guidelines to ensure that children with disabilities have the same opportunities as their peers. • Having strong links with external partners e.g. SEND Advisers, Behaviour Support Service, Social Service, Health Service, Speech and Language therapists, Specialist teachers. • Using external advisers to support Pupil Passport meetings. • Using external advisers to assist with care plans and physiotherapist programmes • Regular staff INSET on teaching children with additional needs.
<p>b) Access</p>	<ul style="list-style-type: none"> • Ensuring that all areas of the curriculum can be delivered within and beyond the school site. • There are disabled toilets available in the school indifferent locations • To improve access there is a ramp leading up to a main entrance of the school enabling all parts of the school to be more easily accessible. • Parents are not permitted to park at the school unless they have proven a disability(physical) but there is a facility for children to be dropped off on the car park in a designated disabled parking space if there is an accessibility need. • Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school or via telephone if appropriate to need
<p>Impact Assessment</p>	<p>At St Edwards (CE) Academy undertakes Disability Equality Impact Assessments through...</p> <ul style="list-style-type: none"> • The school will use existing procedures for reviewing the impact of provision for children with disabilities e.g. PP/Annual Reviews, school evaluation, specialist advice • External validation e.g. Parent/community surveys, LA ,Ofsted, church school inspection

<p>The Governing Body</p>	<p>Governors meetings are held in locations that are accessible to people with disabilities as the need arises.</p> <ul style="list-style-type: none"> • Parents and children are made aware of how the Local Academy Council (LAC) contributes to the life of the school through the school website and newsletters. • The School and the Local Academy Council (LAC) consult with parents/carers through questionnaires and letters,
<p>How disability data is currently collected</p>	<p>At St Edwards (CE) Academy currently collects the following disability data (qualitative and quantitative)</p> <p>1. For all children, including those with additional needs:-</p> <ul style="list-style-type: none"> • Admission forms • The total number of children with disabilities • Pupil progress meetings including tracking key groups of children e.g. SEND, vulnerable pupils, pupil premium, summer births • Tracking individual progress achievement • Key stage data profile • Home and contact details • Outcomes of monitoring and evaluation to ensure that there is a consistent process for monitoring all teaching. • Raise on line <p>2. For children with additional needs:-</p> <ul style="list-style-type: none"> • SEND Pupil Passport/Annual Reviews • Care plans • Risk assessments • SEND provision map • Integration of children with disabilities including access to the curriculum. <p>3. For staff:-</p> <ul style="list-style-type: none"> • The total number of disabled staff • Number of appointments of disabled staff
<p>Reviewing and monitoring</p>	<p>The above data is reported to a number of bodies such as:</p> <ul style="list-style-type: none"> • Governing body • School Leadership Team/Equalities Coordinator • Local Authority

Action Plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty (DED) Act 2010.

The school's priorities are:

- To continue to monitor current policies relating to disability, accessibility and Inclusion
- To continue to evaluate the inclusivity of the curriculum
- To continue to track the progress of children with a disability
- To address any national changes to policies and procedures
- Assess any reasonable adaptations to the physical environment (e.g. doorways, lighting, space)
- Monitor levels of support for individual children
- Audit type and use of resources, including ICT
- Consultation with parents and outside agencies, statutory, voluntary and charitable
- CPD /Staff training
- To ensure After School Clubs are open and available to all children.

Pupil Achievement:

- All children's progress is tracked and their data is evaluated each half term by the senior leadership team and class teacher. Any gaps or issues regarding progress are addressed
- Groups of vulnerable children are monitored carefully to ensure steps of progress are being made. Children have access to an inclusive curriculum offering a variety of opportunities to excel.
- Children are involved in their target setting and the review process of their targets on a regular basis.
- Children are involved in the construction of their Pupil Passport, and in their review
- In KS1& KS2 all children have a learning consultation with a member of staff focusing on their progress in reading, writing, maths and their behaviour, attitudes and attendance,

Revisiting the Scheme

Our scheme will be reviewed and revised (evaluated) after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports

- Appraise and update the Disability Equality Scheme every two years
- Report on progress annually

Review and Approval: November 2017

Signed.....,Head Teacher

Signed..... Chair of Governors

Date of Review and Approval.....

Next Review Date November 2020

