

Disability Equality Scheme



Mission Statement

At Acorns School we are committed to ensuring equal treatment of all our pupils, parents/carers, employees and any others involved in the school community, who may have any form of disability. We will ensure that disabled young people and adults are not treated less favourably in any procedures, practices or service delivery.

Our school will not tolerate harassment of pupils or adults with any form of impairment; this also includes pupils who are carers of disabled family members or parents. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Acorns School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit there.

This scheme should be read in conjunction with our Anti-bullying, Care and Control, Community Visits and Inclusion Policies, Accessibility Plan, SEN Policy; Race and Gender Equality and Recruitment and Selection Policies

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. 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

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 students feel their child is part of the school

- staff feel confident in working with disabled pupils

Legal requirements/role of Governing Body

Under Part 5A of the DDA governing bodies are required to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties

This scheme and the accompanying action plans set out how the governing body of Acorns School will promote equality of opportunity for young people and adults

What do we understand by “ disability2?

At Acorns School we promote disability equality and prepare all our young people for life in a diverse society. We use the term ‘disabled’ to refer to 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.

We do not interchange the term disabled with the phrase special educational needs although we appreciate that many pupils with SEN will also have disabilities.

We believe that an impairment does not itself mean that a pupil is disabled. It is the effect on the pupil’s ability to carry out normal day-to-day activity that has to be considered.

In relation to normal day-to-day activity the test of whether an impairment affects normal day-to-activity is whether 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
- perception of risk of physical danger

The core value of Acorns School in relation to disability is to 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 representing them anywhere at all.
 - Encourage participation by disabled persons in public life-it is also important to
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respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.

- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

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.

Acorns School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by: discussion with school council and disabled service users, INSET to all staff.

These systems will be monitored closely so that the school can improve communication with and involvement of disabled people to inform future DES planning

Gathering Information

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. At Acorns School, the following information is monitored:

- How we collect information on disability of new pupils as part of admissions e.g. The level of learning difficulty, medical need or disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.) staff who have rights under the DDA
- Involvement in educational visits including residential visits
- Behaviour Logs/Serious incident book
- Participation in assemblies/school council
- Any feedback from surveys/questionnaires
- Attendance
- Exclusions
- ECM outcomes

Assessing the impact of school policies

In order to ensure that action is taken to meet the Disability Equality Duty, Acorns School will review all policies and will take into account views gathered from all stakeholders, including those with disabilities, in assessing the impact of school policies

Meeting the six duties

At Acorns School we aim to meet the requirements of the 6 duties through:

1) Promoting equality of opportunity

- By keeping a watchful eye on the impact of policies
 - Reviewing and adjusting policies
 - Raising expectations
 - Improving communication
 - Increase awareness of the ways in which parents of disabled children and young
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people can help to support their learning, for example through workshops

Priorities for 2010-2011

- Update and review policy & INSET training for all staff

2) & 3) Eliminating unlawful discrimination, harassment and bullying

The school has adopted LA policies on harassment at work. The school's Anti-bullying Policy is regularly monitored and reviews by SMT and Governors. The latest policy is available from the Headteacher

Priorities for 2010-2011

- Update and review policy

4) Promoting positive attitudes

- By staff modelling respectful attitudes to disabled pupils, staff and parents
- By challenging negativity
- By ensuring representation of disabled people in senior positions in the school
- Through curriculum – PSHE/Citizenship
- Through positive images in school books and other materials

Priorities for 2010-2011

- Ensure values and ethos of Acorns continues

5) Encouraging participation in public life

- Where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles
- There are positive images of disabled people participating
- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council

Priorities for 2010-2011

- Ensure values and ethos of Acorns continues

6) Taking steps to meet disabled people's needs, even if this requires more favourable treatment

- Special facilities for disabled pupils at breaks and lunchtimes
- A policy of interviewing all appropriate disabled applicants who meet the minimum requirements for a job

Priorities for 2010-2011

- Ensure values and ethos of Acorns continues

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Acorns GLD School will draw up an action plan which outlines how the requirements of the DDA 2005 will be met. This action plan will be written in consultation with disabled people as outlined above

The action plan will be reviewed on a yearly basis by the Governing Body in consultation with stakeholders. The views of those pupils (and their parents) affected by the policy will be sought during IEP reviews. The school will use the information gathered to up date and amend the policy, setting new targets in the accessibility strategy to further the aims of the

school in this area.

At the end of the three year cycle the Disability Equality Scheme will be reviewed and a new scheme agreed and implemented.

Details of how copies of the school's Disability Equality Scheme can be obtained will be made available in the school prospectus.

Governors will report annually on the success and progress of their scheme and copies of this report will be available from the school office and web site.

Acorns Primary First Year 2008- 09

Flexible arrangements for transport / movement

Modifying instructions / documents / homework / letters home

Modifying procedures at dinnertimes / breaks

Acorns Primary Second Year 2009-10

Establish new DED Steering Group from Governors and Staff at Governing Body meeting Spring 2010.

Review priorities of the DED Steering Group re Extended School Act.

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 any 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 such as Deaf Awareness week 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?

Staff Training to be held on -----

Governor Training to be held on -----

Date of establishment of steering Group

Name the Chair of the Steering Group