

NETHERTON J & I SCHOOL

DISABILITY EQUALITY
SCHEME

December 2007

Introduction

Netherton Junior and Infant School welcomes its general responsibilities under the new Disability Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

School Ethos, Vision & Values

At Netherton Junior and Infant 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. Our admissions policy does not discriminate against disabled pupils. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible.

We will not tolerate harassment of disabled people with any form of impairment. This school uses the “social model” of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

Our Equality and Diversity Policy links closely with this scheme in that we recognise that all pupils regardless of their race, religion, gender or disability are welcomed and included in all aspects of school life.

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 affect on his/her ability to carry out normal day-to-day activities.

How Disabled People have been Involved in the Scheme

Netherton Junior and Infant School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

Disabled pupils: As the definition of disability has now been clarified and broadened, there is now an overlap whereby some pupils who have special educational needs now come within the definition of SEN and Disabled and these include pupils with long-term mobility impairment, learning difficulties, significant dyslexia, Autism, Attention Deficit Hyperactivity Disorder, epilepsy, and hearing and visual impairment. At Netherton Junior and Infant School all of our pupils within these categories have been identified, as well as pupils with medical problems such as diabetes and asthma.

We have consulted with disabled pupils, organising opportunities for disabled children, along with their peers, to give their views in informal settings e.g. Circle Time, mixed age-group discussions with teachers and at School Council meetings. We have also sought the views of individual pupils when evaluating and writing new Individual Education Plans.

Key issues identified by our pupils were:

- additional ramp at main entrance and from KS1 playground
- more support staff to help children with special educational needs and disabilities
- wider door ways and automatic doors
- educate children so they are aware of and understand the problems of disabled people
- adjusting the curriculum to meet the needs of disabled children
- rearranging classroom furniture for easier access
- specialist ICT equipment e.g. special mouse, touch screen

Many pupils thought of disability in terms of being physically disabled e.g. 'people in wheelchairs'.

Therefore in light of consultation with our pupils, a priority within school would be to raise awareness of the term 'disability' under the new definition through discussions in Circle Time, PSHE and in assemblies, showing positive images of disabled people such as successful sports people and musicians. A further priority would be to investigate (again) the possibility of improving access to school by creating a ramp linking KS1 playground to KS2 playground.

Disabled staff/governors:

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. These matters have been discussed but no issues were raised. Members of staff were reassured that any information disclosed through self-identification would be treated confidentially. There may be an issue with staff self-identifying. Whatever the case, staff confidentiality should be respected.

Disabled parents/carers:

We have written to parents/carers (see Appendix 1) and asked them to identify any barriers and how we can improve the way we meet their needs. We have organised opportunities for disabled parents/carers to ensure that we listen to their views in informal settings.

The key issue identified by our disabled parents/carers was:

- difficulty in accessing the disabled car parking space

Disabled members of the local community:

We have written to all groups which make use of our facilities inviting them to identify any barriers and to suggest reasonable adjustments to improving the way we meet their needs.

Key issues identified by members of the local community were:

- improved access to school and modifications to the disabled toilet

Disabled pupils, staff, parents and disabled members of the community who use our school facilities have been consulted and involved in developing this scheme. Netherton Junior and Infant School have noted their comments and have taken them into account when developing the action plan. A steering group, consisting of head teacher, four governors and two parents and one community leader, has been set up to write the action plan. As the plan continues to develop, progress will be monitored and evaluated.

How we have gathered 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 on:

- the recruitment, development and retention of disabled employees;
- on the educational opportunities available to and the achievements of disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. 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:

The school tracks all pupils' attainment and closely monitors pupil progress in reading, writing and mathematics. Pupils' Individual Education Plans are monitored and evaluated. Targets are set and support is given in small groups or 1:1 support. We also have a system in place which ensures our awareness of

children with medical conditions/problems, as many of these are now included within the new definition of SEN and Disabled.

Learning Opportunities:

We are a fully inclusive school and as such ensure that our pupils and staff are encouraged and able to achieve their full potential regardless of disability, age, race, gender or religion. The curriculum is differentiated and activities/equipment are adapted where necessary in order to suit the needs of our pupils. We run Social Inclusion groups and Music Interaction groups on a weekly basis for children with special educational needs. We deliver the Catch-Up Literacy and Jump Ahead programmes. In addition we take advantage of any support programmes delivered by external agencies e.g. Pathways. We utilise new technology e.g. laptops, and specialist equipment provided by external agencies for children with special educational needs e.g. sloping writing boards, writing bands etc. All pupils through the Investors in Pupils programme are involved in personal target setting.

The school has links with Wakefield College, Horbury School and Leeds Metropolitan University for placements. Pre placement discussions enable the school to ascertain whether any reasonable adjustments are required.

Admissions, Transitions, Exclusions:

Children with disabilities are not over-represented in our exclusion figures and instances of any exclusions are very rare.

Enquiries are made with parents and with the previous school (where applicable) at admission to find out whether pupils have additional needs. Our home visits in Lower Foundation Stage prior to entry provide very useful information to staff.

We liaise closely with high school staff to ensure the smooth transition of our Year 6 pupils and relevant information is passed on regarding pupils with additional needs.

Social Relationships:

At Netherton Junior and Infant School we are aware of the importance of developing and improving social relationships between pupils, disabled and non-disabled. We have a daily whole school assembly, weekly PSHE lessons. Talking Partners is established in school and we are developing Philosophy For Children.

Employing, Promoting and Training Disabled Staff:

The Governing Body of Netherton Junior and Infant School is responsible for appointing teaching staff and are aware that reasonable adjustments may need to be made for disabled teachers or for other newly appointed members of staff.

How we will assess the impact of our policies?

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 the impact of policies to ensure that there is no potential for discrimination against disabled people and this is contained in our action plan.

Our 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.

Our existing accessibility plan outlines the steps we are taking to improve:

- curriculum access
- provision of information to disabled pupils
- physical access

We have now incorporated this plan into our overall Disability Equality Scheme action plan.

Reporting

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

We will ensure that disabled people are involved in this process.

Revisiting the Scheme

Our scheme will be reviewed and revised 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.

Review Date: December 2010

Senior Member of Staff Responsible: Wendy Mason (Headteacher)

Designated Member of Staff: Wendy Mason

Governor Responsible: Helen Kirkpatrick

Appendix 1

Netherton J & I School, Netherton Lane, Netherton, Wakefield, WF4 4HQ
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Working and Learning Together



14 November 2007

Dear Parents/Carers DISABILITY DISCRIMINATION ACT

In order to comply with the requirements of the Disability Discrimination Act (DDA), we need to enquire as to whether staff, children or parents consider themselves to be disabled, in order to make reasonable adjustments to our school building and grounds.

The DDA defines a disabled person as a person with 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. It is not necessary to be registered disabled.

We have an established DDA working party that is in the process of formulating an action plan to address the needs of the school and community. However, we would like to invite comments or suggestions from you regarding this matter.

If you consider yourself to have a disability and would like to inform us, please complete the slip below. All responses will be dealt with in a strictly confidential manner.

We will make every effort to meet the needs of all children, parents and staff in making the adjustments necessary.

Yours sincerely

MRS W MASON
Headteacher

✂ -----Do
you consider yourself to have a disability? Yes No Please ✓
Do you consider your child to have a disability? Yes No

Name/s

Any comments or suggestions about how we can help or support you with your disability can be written on the reverse of this letter.

Please ✓ if you would like to be involved with the DDA Steering Group
Name

Appendix 2

AREAS THAT MAY NEED TO BE IDENTIFIED IN THE ACTION PLAN

Equal Opportunities

Governance

Teaching and learning

Curriculum (disability issues)

Monitoring and assessment

Staff recruitment and retention

Sickness monitoring and leave

Pupil participation in decision-making

Behaviour

Anti-bullying

Educational visits and trips

School clubs and the extended day

Homework

Health and safety

Medical and personal care needs

Sex education

Complaints procedure

Premises and lettings

Appendix 3 School policies disability equality checklist

Netherton Junior and Infant School		red	amber	green
1	Equal opportunities			
	Does disability equality have a separate strand in the school's Equality Policy?	*		
	Does the school have a mission statement about promoting disability equality?		*	
	Has the school set up mechanisms to consult with disabled staff, pupils, parents and disabled members of the local community?			*
	Does the school collect data which identifies the performance and outcomes of disabled pupils? Is it broken down by impairment/disability group to reflect barriers?		*	
2	Governance			
	Are all governors aware of their statutory responsibility to promote disability equality and to produce a Disability Equality Scheme?			*
	Does the governing body include people who are disabled?			*
	Are governors meetings and proceedings accessible?			*
	Does the governing body regularly monitor issues concerning disability?		*	
	Has the governing body consulted with disabled staff, pupils, parents and the local community to impact-assess their policies?	*		
	Does the school have a School Accessibility Plan? Is it reviewed regularly and available on request?			*
3	Teaching and learning			
	Are staff aware of the National Curriculum Inclusion Statement and is it applied in their planning and teaching?*			*
	Is joint planning time made available regularly during the school day for teachers and support staff?			*
	Do teachers prioritise the essential knowledge they wish pupils to gain from lessons?			*
	Do staff use a variety of approaches to suit pupils' diverse learning styles?			*
	Do staff consider classroom organisation, layout and the use of support to suit different needs?			*
4	Curriculum (disability issues)			
	Does the curriculum include disability discrimination awareness?		*	
	Does the school ensure disability equality is raised in PHSE and Citizenship?		*	
	Do disabled pupils feel comfortable explaining their impairment/disability to their peers, including what prejudices they face and how they wish to be treated?			*
	Are disabled adults from local disability organisations encouraged to address pupils?	*		
	Are the achievements of disabled people displayed in positive ways?			*

	Do 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 RE or biology?			*
5	Monitoring and assessment			
	Are disabled pupils identified in school databases, including access needs?		*	
	Do staff know the adjustments that different disabled pupils need (e.g. extra time, scribing or amanuensis)?			*
	Does a senior member of staff know how to apply for adjustments from the Exam Boards and the range of adjustments available from different Boards?			*
6	Staff recruitment and retention			
	Does the school take advice from Human Resources with regard to disability equality?			*
	Does the school make reasonable adjustments to workplace practices, procedures and the working environment?			*
	Is the school flexible in the requirements made in terms of job content, work patterns and location?			*
	Does the school design job specifications to focus on what is to be achieved rather than how it is achieved?			*
	Are disabled staff encouraged to get support from Access to Work (Job Centre Plus)?			
7	Sickness monitoring and leave			
	Does the school distinguish between time off arising from an underlying impairment/disability rather than general sickness?		*	
	Does the school allow disabled staff additional time off for treatment for their impairing condition?			*
	If staff develop a long-term impairment/disability are reasonable adjustments made (such as alternative duties)?	*		
	Does the school vary the duties of disabled staff where necessary as a reasonable adjustment?			*
8	Pupil participation in decision-making			
	Does the School Council have disabled representatives?	*		
	Are disabled pupils given positions of responsibility such as playground buddies or mentors?			*
	Are the achievements of disabled pupils celebrated at assemblies?			*
	Do disabled pupils have the opportunity to express their views in class forums or discussions?			*
	Are disabled pupils encouraged and supported in expressing their views?			*
9	Behaviour			
	Does the school operate a differentiated behaviour policy with reasonable adjustments for disabled pupils with challenging behaviour?			*
	If a differentiated behaviour policy is in place, do other pupils know why?		*	
	Does the school train and use peer mentors?	*		
	Are pupils with behaviour problems able to self-refer for time-out if needed?			*

	Are exclusions monitored for disability/impairment on a regular basis?		*	
	Are strategies such as Circle of Friends and peer mentoring available?			*
	Does the school use strategies to help pupils deal with conflict?			*
10	Anti-bullying			
	Does the school record bullying and name calling aimed at disabled people?			*
	Are disabled pupils and adults encouraged to report all such occurrences?			*
	Have all pupils received training on equality issues?		*	
	Are pupils trained/appointed as 'bully busters' or 'peer mediators'?		*	
11	Educational visits and trips			
	Does the school ensure that all pupils can participate in visits?			*
	Are all trips planned well in advance so that risk assessments can be carried out and reasonable adjustments made?			*
	Does the school have information about accessible venues?			*
	Does the school make available to all staff planning trips the access, medication & personal care needs of pupils on a need-to-know basis?			*
12	School clubs and the extended day			
	Can disabled pupils attend school clubs or extended day activities?			*
	Are disabled pupils' transport needs for the extended day taken into consideration?			*
	Are club and extended day activities planned inclusively?			*
	Is peer support and collaboration encouraged in these activities?			*
	Is participation and achievement emphasised rather than attainment?			*
13	Homework			
	Is homework accessible to all pupils or suitably differentiated?			*
	Does the school encourage peer support and collaborative learning?			*
	Is achievement prioritised rather than attainment?			*
14	Health and safety			
	Do Health and Safety inspections identify risks for disabled people (e.g. slippery floor coverings, strobe lighting, chemicals, allergens, electric drills at the wrong height for a wheelchair user)?			*
	Does the school have emergency evacuation procedures for disabled people?			*
	Are risk assessments in place where needed for individual disabled pupils?			*
	Are staff suitably trained if they need to carry out procedures such as moving and handling, administration of medicines, personal care or invasive procedures?		*	
	Are pupil aids and appliances correctly maintained and serviced?			*
	Does the school accident reporting system monitor for impairment/disability?	*		

15	Medical and personal care needs			
	Are disabled children and parents consulted about the administration of medicines?			*
	Do procedures take full account of the child's dignity and discomfort?			*
	Are sufficient staff trained in the necessary procedures?			*
	Are all staff aware of what to do in a medical emergency?			*
	Are disabled people's medical needs treated confidentially, and shared appropriately on a need-to-know basis, with parental permission?			*
	Is medical training provided when necessary on invasive care and administration of medicines?			*
	Are risk assessments carried out that are specific to the circumstances of each individual?	*		
	Does the school encourage disabled pupils to administer their own medicines and undertake procedures wherever possible (e.g. insulin injections)?			*
16	Sex education			
	Does the school sex education policy specifically take account of the needs of disabled children?	*		
	Is the issue of sexual abuse and the right to say 'no' considered for disabled pupils with learning or communication difficulties?			*
	Are the parents of disabled children encouraged to allow their child to have sex education and to recognise their developing sexuality?			*
	Are pupils encouraged to respect difference and identity?			*
	Are sex education materials accessible for all pupils?			*
17	Complaints procedure			
	Is the complaints procedure available in a range of formats?		*	
	Does the school seek to resolve issues raised by parents about their disabled children?			*
	Does the school consult with disabled people or outside experts on disability equality to resolve complaints?			*
18	Premises and lettings			
	Does the school have an access policy?			*
	Are access issues given high priority in capital projects?			*
	Does the school lettings policy provide details of accessibility for venues?		*	
	Does the school lettings policy specify the type of adjustments that the school and other local services can provide?		*	
	Is information about lettings provided in accessible formats e.g. Easy Read, Audiotape, electronically or pictograms?		*	
	Are evacuation procedures in place for disabled people?	*		

Appendix 4

Accessibility Checklist Netherton Junior and Infant School		YES	NO	PART
Review date: 28.11.07				
1	Signage			
	External signage from road to entrance is clear, well placed	√		
	Internal signage is clear and well placed	√		
2	Accessible parking			
	Accessible parking signed and available for people with disabilities			√
	Number of spaces	1		
3	Main entrance			
	Well signed from edge of school grounds and easily recognised	√		
	Entry systems at correct height, position with sufficient space for a wheelchair			√
	Floor coverings do not impede access through the door	√		
	Reception counter accessible (height, position of writing surface)	n/a		
4	Circulation: horizontal			
	Flat access around school along corridors and through doors (internal and external), ie raised thresholds/door sills no more than 15mm total height, any vertical surface 5mm max	√		
	Ramps meet guidelines (gradient, kerbs, handrails, width)	√		
	Adequate corridor width for volume of people	√		
	All doors wide enough for wheelchair users (single clear opening width)	√		
	All doors open without excessive pressure, or magnetically operated	√		
5	Circulation: vertical			
	Handrails on both sides of stairs, continuous around landings	n/a		
	Lift convenient to use (size, controls)	n/a		
	Emergency evacuation procedures for disabled in place for upper floors	n/a		
6	Accessible toilet/Hygiene room			
	Number available	1		
	Signage in place	√		
	Adequate dimensions (minimum 2200mm x 1500mm), adequate turning space		√	
	WC and fittings correctly placed (grab rails, washbasin, mirror, light switch, hook)	√		
	Alarm system functions correctly and ready for use		√	
	Colour contrasted fittings etc	√		
	Toilet ready for use at all times (not used for temporary storage etc)	√		
	Hoist facilities available		√	
	Changing bench (height adjustable)		√	
	Shower facilities		√	
7	Measures for hearing impairment			
	Classrooms are carpeted or have appropriate surface	√		
	Emergency systems have visual alarms		√	
	Technical aids (e.g. hearing loop at entrance desk, Soundfield system) in place if appropriate	n/a		
8	Measures for visual impairment			
	Good levels of natural/artificial lighting	√		
	Blinds/anti-glare glazing where needed	√		
	Surfaces are non-reflective			√
	Colour contrasting décor	√		
	Stairs, steps, kerbs, level changes colour contrasted (internal and external)			√
	Braille is used where appropriate, e.g. for lift controls (inside and outside)	n/a		
9	Additional resource rooms			
	Quiet distraction-free withdrawal/work area(s)	√		
	Room available for visiting therapists/health care	√		
	Medical room	√		
General comments/Priorities: car access up to ramp; yellow edging needed for steps; special lock for disabled toilet and more prominent sign; check visual alarm in F/S				

NETHERTON JUNIOR AND INFANT SCHOOL DISABILITY EQUALITY SCHEME ACTION PLAN 2007-2010

Action	How will it be done	By Whom	Other People Involved	When	Resource Implications	Monitoring	Success Criteria
1.To create a Disability Equality Steering Group (DESG)	A general invitation to parents, staff, community and governors to become involved with this focus group.	HT	Stakeholders	Year 1	Time to meet	Gov Body	Chair and members of the DESG have been agreed and meetings held termly
2.To train staff on their rights and responsibilities under the DDA	HT to lead training utilising resources obtained from the NAHT DDA training led by Tricia Barthorpe and LA materials	HT	Staff	Year 1	Staff Meeting time	Governing Body	Staff have received training and have an increased awareness of the implications of the DDA.
3. To train Governors on their rights and responsibilities under the DDA	Governors to attend relevant DDA training courses	HT	Govs	Year 1	Course costs	DESG	Govs have received training and have an increased awareness of the implications of the DDA.
4. To improve the accessibility of the disabled car parking space and highlight edges of outside steps	DESG to assess access and agree on better location. Head to contact Premises Support Officer to arrange for new painting	DESG	Staff, Parents Premises Officer	Year 1	Costs of new painting	DESG	Improved access for disabled car parking space. Edges of steps are more visible
5. To gather disability information as part of our admissions procedure.	Info and appropriate questions included in school starter pack e.g. 'Do you, your child or any member of your family that might be involved with school, suffer from a condition where you might require the school to make reasonable adjustments in order to foster their full involvement in school life.'	HT	Admin. staff	Sept 08	Time to collate and process information	DESG	School has info which can be used to ensure there is equality for disabled people using the school
6. To improve disabled toilet facilities (alarm cord, mirror, hook, lock, signage)	Issue premises order for improvements. WMDC to carry out the work.	HT	Premises dept.	Year 2	Costs of improvements	DESG	Improved disabled toilet facilities are in evidence

NETHERTON JUNIOR AND INFANT SCHOOL DISABILITY EQUALITY SCHEME ACTION PLAN 2007-2010

Action	How will it be done	By Whom	Other People Involved	When	Resource Implications	Monitoring	Success Criteria
7. Review the Equal Opportunities Policy and the Accessibility Policy	DESG meeting will be arranged to review policies and draft copies will be shared with staff and governors to agree	DESG	Staff Governors	Oct 08	Time to meet	Gov Body	Better performance on the DE checklist
8. Explore ways of improving access to the building (KS1/2 playground, front entrance ramp)	DESG meeting will be arranged to discuss ways of improving access. Consider potential financial implications against benefits of improvement to access	DESG	All stakeholders	Year 2	Time to meet. Building costs/ ramp costs	Governing Body	Improved access to building has been carefully considered and carried out where financially viable
9. Raise pupil awareness of disability and promote positive images of disabled	Through PSHE lessons, assemblies, guided reading, disabled visitors from local organisations. Staff to identify awareness raising activities in the curriculum	HT	Staff	Year 2	Cost of posters (sports people/ musicians etc)	DESG	Children show an increased awareness of disabled people – their problems and possible achievements
10. Review the lettings policy to include details of accessibility	DESG meeting will be arranged to review and amend the policy with reference to accessibility	DESG	Governors	Year 2	Time to meet	DESG	Our lettings policy will provide details of accessibility
11. Impact assessment of policies	Check policies for inclusion of DE	HT	Staff	Years 2/3	Subject leader time	Head	DE is mentioned in each subject policy ensuring no potential for discrimination against disabled people
12. Repeat Accessibility and School Policies Disability Equality checklists	DESG meeting to revisit and amend the A checklists in light of improvements made through DE action plan	DESG	Senior Management Team	Year 3 2009/10	Time to meet	DESG	Improved performance on the checklists