



HORBURY BRIDGE CE (VC) J&I SCHOOL

DISABILITY EQUALITY SCHEME 2010-2013

Value Statement

We are committed to providing our children with the highest quality of education and opportunity within our Christian values. This includes a responsibility to promote equality of opportunity and eliminate discrimination, not only in academic learning but also in social relationships. We aim to develop a culture of inclusion and diversity in which children, staff, parents and all adults involved in school, feel free to disclose their disability and to participate fully in school life.

DEFINITION OF DISABILITY

A person with a disability is:

“One who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to day activities”

(See Appendix 1 for extended definition)

This Scheme sets out the steps the governing body will take to achieve the best possible outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

AIMS

This Disability Equality Scheme is written to ensure that the school complies with its **general** and **specific** duties under the Disability Discrimination Acts of 1995 and 2005.

The five ECM outcomes are at the heart of this strategy.

General Duty

We must have due regard to the need to:

1. Promote Equality of opportunity;
2. Eliminate unlawful discrimination;
3. Eliminate disability-related harassment;
4. Promote positive attitudes towards disabled people;
5. Encourage disabled people's participation in public life;
6. Take steps to take into account people's disabilities, even where that involves more favourable treatment.



DISCLOSURES AND CONFIDENTIALITY

- Under DDA Case Law, if a disabled person has informed part of an organisation that he or she is disabled, it is then legally binding for that organisation to ensure the disabled person is not discriminated against and that “reasonable adjustments” are explored.
- At Horbury Bridge, we seek to continue to develop methods of sharing information about disability, whilst balancing the disabled person’s possible concerns that this information is kept confidential.
- It is important that pupils and parents/carers are made aware of the consequences of any request for complete confidentiality from school staff.
- Parents and pupils who believe that our school will handle sensitively any information about a disability are more likely to agree to the sharing of that information, therefore it is important that we are active in our public duty to promote positive attitudes to disabled people in the school.

SPECIFIC DUTIES

WHERE ARE WE NOW? (2009-2010)

Disabled Children

- Our audit and disability register identifies children who have disabilities which impact on their life at school and require specific adjustments.
- These are acknowledged through our SEN procedures which enable children to receive specific support to meet their identified needs.
- We listen to their views in informal ways through discussions with Educational Support Assistants and the Learning Mentor as well as through their involvement in setting their IEPs in Annual Review meetings and in Parent Progress Meetings.
- The views of their parents are sought formally and informally, through their contribution to and involvement in annual reviews, termly IEP meetings and Parent Progress Meetings.
- All extended school opportunities are open to all children in school with ‘reasonable adjustments’ made where necessary. This includes educational and residential visits. Participation is actively encouraged and informally monitored. Additional opportunities, such as those provided through the School’s Sports Partnership eg disabled swimming competitions, are promoted to children and their families.
- ‘Reasonable adjustments’ are made to learning situations and are identified on IEPs to ensure all relevant staff are aware of these.
- Educational attainment and progress are carefully monitored to ensure that teaching and learning are inclusive and children are achieving their potential.
- Attendance of these children is monitored and is very good.
- We follow the Wakefield admissions criteria so our admissions policy does not discriminate against disabled pupils.
- Social relationships and understanding are actively promoted through our Christian ethos and school values, the SEAL curriculum and positive promotion of disability eg focus on



Paralympics in Collective Worship, disability puppet workshop, sensitive and supportive staff.

Disabled parents/carers

- Our school recognises that parental/carer involvement can be key to a pupil's achievement and access to educational opportunities.
- As part of our admissions procedures, we ask parents/carers if they are disabled and if they have any access needs which would make it easier for them to attend meetings and events and otherwise participate in school life in the same way as other parents/carers. Eg ensuring that there is always wheelchair space at school events and performances.
- We currently have 1 parent with a disclosed disability.
- We have asked parents their opinions about aspects of school where we believe it affects disabled people or where adjustments may be necessary eg ease of use of main door for a wheelchair user.
- Support is given and reasonable adjustments are made in identified circumstances eg referral to Parent Support Adviser to support a parent to approach the high school on transition

Disabled Staff/Governors/Community Volunteers

We currently have no disabled employees, governors or volunteers. Recruitment monitoring takes place in accordance with Wakefield Council procedures.

Should this position change, then we will ask them to identify any barriers that affect them and how we can plan to overcome them.

This will include consideration of:

- Induction, Training/Development/ Career opportunities and Retention
- "Reasonable adjustments" to working conditions
- Facilities and overall impressions
- Results of questionnaire, minutes of meetings etc.
- Evidence in Performance Management feedback
- Informal discussions

An annual review of accessibility of the premises, carried out in conjunction with the LA premises team, provides information towards the plan (See Appendix 2 Accessibility Checklist)

Our information shows that:

- All areas of the curriculum are accessible to our current disabled children
- All areas of school are accessible to disabled children and adults
- All children on the school disability register who wish to do so, choose and participate in extra-curricular activities (in or out of school hours)



- School practices and procedures are completed with an awareness of current disabled children in the school

WHERE DO WE WANT TO BE? (2010-2013)

By 2013, we aim to continue to be:

- Operating a Social Model Of Disability
- An Inclusive School
- Equality Disability and Diversity compliant

The “social model” of disability, is the basis for our work to improve equality for and to 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.

To achieve this, we will:

- Continue to listen to the views of all those involved in school, and in particular, consult with any disabled children and adults;
- Follow our disability equality and accessibility action plan to ensure continue appropriate curriculum access, physical access and provision of information to disabled children and adults (See Appendix 3)

Our Disability Equality Scheme is a three year plan, which proposes ways to improve:

- Curriculum access
- Physical access (environment)
- Provision of information

Relevant sections of the School Development Plan show how the school will address the priorities identified in the plan.

This 2010-2013 cycle matches with our school plan to renew its inclusion charter and to review our current range of diversity and equality policies to draw these together within our work on community cohesion (2010 onwards).



APPENDIX 1

ADDITIONAL INFORMATION

EXTENDED DEFINITION

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.



APPENDIX 2

ACCESSIBILITY CHECKLIST

	Review date: Jan 2010	Yes/ No/ Part	Comment
1	Signage		
	External signage from road to entrance is clear, well placed	Y	Sign post
	Internal signage is clear and well placed	N/A	
2	Accessible parking		
	Accessible parking signed and available for people with disabilities	Y	1 space, dropped kerb
3	Main entrance		
	Well signed from edge of school grounds and easily recognised	Y	Sign post
	Entry systems at correct height, position with sufficient space for a wheelchair	Y	Poor positioning of buzzer and heavy doors, due for replacement with extension work 2010
	Floor coverings do not impede access through the door	Y	
	Reception counter accessible (height, position of writing surface)	Y	
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	Y	Some rises/drops in thresholds due to floor heights in old part of building
	Ramps meet guidelines (gradient, kerbs, handrails, width)	Y	
	Adequate corridor width for volume	Y	
	All doors wide enough for wheelchair users (single clear opening width)	Y	
	All doors open without excessive pressure, or magnetically operated	Y	



5	Accessible toilet/Hygiene room		
	Number available	Y	1 within girls' toilets. Due for re location to separate facility with planned extension work
	Signage in place	N	As part of relocation work
	Adequate dimensions (minimum 2200mm x 1500mm), adequate turning space	Y	
	WC and fittings correctly placed (grab rails, washbasin, mirror, light switch, hook)	Y	
	Alarm system functions correctly	Y	
	Colour contrasted fittings etc	N	As part of relocation work
	Toilet ready for use at all times (not used for temporary storage etc)	Part	
	Hoist facilities available	N/A	
	Changing bench (height adjustable)	N	
	Shower facilities	Y	
6	Measures for hearing impairment		
	Classrooms are carpeted	Y	
	Emergency systems have visual alarms	N	Not applicable at the moment
	Technical aids (e.g. hearing loop at entrance, Soundfield system) if appropriate	N/A	
7	Measures for visual impairment		
	Good levels of natural/artificial lighting	Y	
	Blinds/anti-glare glazing where needed	Y	
	Surfaces are non-reflective	Y	
	Colour contrasting décor	Y	
	Stairs, steps, kerbs, level changes colour contrasted (internal and external)	N/A	
	Braille is used where appropriate, e.g. for lift controls (inside and outside)	N/A	



8	Additional resource rooms		
	Quiet distraction-free withdrawal/work area	Y	Limited space available,
	Room available for visiting therapists/health care	Y	Limited space available, church/staff room/spare class used as necessary. Planned extension to provide additional areas would improve this
	Medical room	Part	Limited space available, staff room/spare classroom used

General comments/Priorities:

- Limited space in building will be improved by planned extension works.
- Disabled toilet is currently poorly positioned within girls toilets, restricting access. Planned relocation works will resolve this.



**APPENDIX 3
EQUALITY PLAN**

Curriculum and Extra Curricular Access			
Aim	Action	Timescale	Cost £
Staff able to meet needs of all children in accessing curriculum	<ul style="list-style-type: none"> Ongoing training as necessary for specific, identified children's needs, including medical, emotional and academic Access to support and advice from LA and NHS services eg Ed Psych, Occupational Therapist, SENSS, SALT 	Ongoing	
All children able to engage in a range of extra curricular clubs	<ul style="list-style-type: none"> Continue to monitor range of activities offered and participation by children on register. Informal discussions to encourage participation and to identify interests for future activities provided 	Ongoing	
Positive promotion of disability within the curriculum and school ethos	<ul style="list-style-type: none"> Ensure positive promotion through a range of curriculum areas and in displays Use of SEAL and PHSE work to address areas such as discrimination and relationships 	Ongoing	
All staff have clear guidelines and shared understanding of equality issues, including disability in order to promote equality of opportunity and prevent discrimination through their work	<ul style="list-style-type: none"> Review of all equality policies and procedures within the focus on community cohesion 	2010 SDP	Time for policy audit /review. Staff and governor meeting time for dissemination



Information Access			
Aim	Action	Timescale	Cost £
Written information available in different formats when required for individual purposes	<ul style="list-style-type: none"> • Ask parents about any access requirements as part of admissions procedure • Advice from LA services and parents suggestions as to appropriate formats, when necessary 		

Physical Access			
Area	Action	Timescale	Cost £
Accessible toilet to be readily available to any disabled person (currently sited within girls toilets)	Planned extension to relocate disabled toilet as a separate toilet/shower facility, accessible to children or adults	Planning permission 2010 Building 2010-2011	Devolved capital (whole project approx £50,000)
Entrance (currently poor sight line and hard to reach buzzer)	Planned extension to replace entrance doors and access buzzer		