

Ackworth Howard
CE J & I School
Disability Equality
Scheme

2007-2010

“I am not disabled if I have the means to participate in society, whether those means are technological, physical or as an outcome of teacher planning and effort.”

Introduction

Ackworth Howard CE J & I 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;
- 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 Ackworth Howard CE J & I 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. At Ackworth Howard School we believe that diversity is a strength which should be respected and celebrated by all those who teach, learn and visit here.

See also Equal Opportunity Policy

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

The Duty

The Disability Discrimination Act 2005 places a general duty on schools which need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity

- Eliminating discrimination that is unlawful under the Disability Discrimination Act 2005
- Eliminating harassment of disabled people
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs even if this requires more favourable treatment

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by school.

Monitoring

All aspects of school life will be monitored to identify whether there is an adverse impact on children with disabilities. The following will be monitored:

- Achievement and attainment of pupils with disability
- Disabled staff – including numbers, type of disability and satisfaction rates

Additional Implications for School:

- **The Role of School as a Service Provider**

School has an additional implication as a service provider to make the building accessible when any part of the building is hired out.

- **Contact With Parents and Carers**

When providing newsletters and information for parents and carers, we will try to make this information available in accessible formats.

Additionally, events for parents and carers such as open evenings, meetings with teachers, will be held in accessible parts of the building.

Hiring Transport

When hiring transport, Section 6 of the Act puts new duties on transport providers, including bus and coach companies, and the taxi and hire car trade. The requirement to provide accessible vehicles is extended to these providers.

Election of Parent Governors

The election of parent governors is also covered by the Disability Discrimination Act 2005 and the Governing Body will ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected the Governing Body functions, in relation to that parent governor, are covered and the school will ensure that they can participate fully in school life.

How Disabled People have been Involved in the Scheme

Ackworth Howard CE J & I 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:

We have identified our disabled pupils. They are involved in all aspects of school life regardless of their disability or need. These occasionally need to be adjusted or modified for their individual need or circumstance.

Disabled staff:

At the time of writing there are no members of staff who consider themselves disabled.

Disabled parents/carers:

We gave all parents/carers the opportunity to identify themselves and attend an informal meeting in school to discuss their needs. There were no parents who expressed an interest in attending.

Disabled members of the local community:

There is an Accessibility Plan in force in school which aims to make the premises as welcoming as possible for those with disability. Work which has been done over the past few years to improve the facilities includes;

- contrast paintwork to highlight door openings and skirting boards for the visually impaired
- provision of toilet for wheelchair user
- provision of ramp and rails at hand and wheelchair height to enable access and egress from the school hall

There are stairs within the building which all have double handrails to facilitate easy use.

Children in school have been involved in curriculum work concerned with supporting disabled people and their needs. The accessibility plan was developed from this work.

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:

As far as possible, and within available budget, the accessibility plan will address and provide for anyone with disability who may be in school for any reason. This obviously will not address all needs. As soon as a child with identified needs enters school we will employ every available agency to offer advice and support as necessary and reasonable adjustments will be made to ensure that no child is discriminated against on the grounds of disability.

This has been successfully addressed in the past by the provision of a Sound System for a deaf child, individual programmes for a physically disabled child and provision of a range of services and support for children with other needs such as Down's Syndrome and Autism.

Learning Opportunities:

Any child with any disability or need of any kind will be Included in all activities. Children will be given IEPs and Target setting for pupils with learning difficulties or disability will be incorporated into these.

Admissions, Transitions, Exclusions:

Good relationships are developed with parents and reasonable enquiries are made at admission and transition from nurseries or other schools to find out whether pupils have additional needs. Early identification and intervention takes place in school for any child who may be displaying problems.

Social Relationships:

All children are encouraged to develop healthily and happily and there are many programmes within school to encourage this. This includes a "buddy system" of older children supporting others in the playground and around school and older children looking after younger ones to support them in such activities as shoe fastening and dressing for play. Circle time and SEALs are used to support social and emotional learning throughout school and this impacts on relationships, including those with disabled pupils and others with special educational needs. Our SIAS inspection in December 2006 recognised the

success of these initiatives awarding a Grade 1 – Outstanding - for Care of our Children.

Employing, Promoting and Training Disabled Staff:

At the present time there are no members of staff who are disabled. Recruitment of staff is done in a way which would not discriminate against someone with a disability.

How we will assess the impact of our policies:

Policies are reviewed regularly to assess the impact of procedures, functions and practices of the school on disability equality with the aim of improving these where necessary. Favourable feedback is regularly received from the families of those children in school who have disability or special educational need. There is also favourable feedback from the high schools and special schools which these children have moved on to after Year 6.

All children, whatever their disability or need participate in all school activities and this includes out of school activities when the child expresses an interest. Any adjustments to activities which are felt necessary are made at the time.

Individual adjustments are made according to the needs of the child, for example, allowing pupils with ASD 'quiet time' during breaks and lunch and these are discussed and addressed in the child's IEP or at an individual's review meeting. The impact of any methods used will be assessed regularly by the classteacher, SENCo, child and parents according to what has been done.

Making Things Happen – Good Practice Examples

Promoting equality of opportunity between disabled people and others

- Increase awareness of the ways in which parents of disabled children can help to support their learning e.g. through workshops
- Ensure that the talents of disabled children are represented e.g. in the Gifted and Talented register

Eliminating discrimination that is unlawful under the Disability Discrimination Act 2005 and harassment of disabled people that is related to their disability.

- Monitor any incidents of harassment or bullying. Encourage children to report offenders
- If a number of incidents have been prevalent within a year group use circle time or assembly to address the issue

Promoting positive attitudes towards disabled people.

- Use the school environment to promote positive attitudes to disability
- Highlight and celebrate key events such as the Paralympics, Deaf Awareness Week, and Learning Disability Week

Encouraging participation in school life

- Ensure that all children are represented and encouraged to join in all school events and activities

The impact, or likely impact, of all existing and new policies and practices on disabled people.

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. As policies are written or renewed we will assess and review their impact.

Our Accessibility Plan

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Scheme.

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.

(The annual report can be incorporated into other documents published by schools annually including the school prospectus and school web site).

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 _____

Governor Responsible _____

Ackworth Howard CE J&I School

Accessibility Plan

Written - 2003

Reviewed September 2006

Next review 2009

This accessibility plan aims to ensure that Ackworth Howard School provides increasing access to the curriculum, increasing access to information and increasing access to the physical environment for any disabled pupils.

All planning for the above areas should relate to future prospective pupils as well as existing ones. At the Howard School we aim to plan well in advance to ensure that any future disabled pupils can access all aspects of the school.

1. Improving Access to the Curriculum

We will:

- Consider disabled children in all plans for raising achievement.
- As far as budget and time restrictions allow ensure that INSET opportunities are targeted on improving the skills and awareness of teachers and support staff in relation to the needs of disabled children.
- Continue to develop our relationships with specialist support services and have clear systems and procedures in place for setting up this support.
- Aim to provide specialist equipment as necessary from central support or from budget as far as is possible.

2. Improving Access to Information for Disabled Pupils

We will:

- Continue to develop the already good relationships with specialist support agencies and the LA's resource bases to request information, advice and guidance.
- Develop the availability of materials in different formats for the use of disabled pupils.

3. Improving Access to the Physical Environment

The layout of the Howard School's buildings means that wheelchair access is not easy but we will aim to increase accessibility for individuals with disabilities by:

- Placing due importance to securing access during any future modernisation, refurbishment or building.
- As budget allows make adaptations to the physical environment and provide specialist equipment to facilitate the inclusion of identified children with special educational needs. (Schools Access Initiative funding may be available for these purposes).

Dissemination of the Plan

This is a working document and can be altered or added to if the need should arise and all staff can be included in this process. All staff, governors and support assistants are aware of the plan and it can be found in the staff handbook.

Parents have access to the plan if they so wish and this can be obtained from outside the secretary's office in the parent file of policies.

See also Accessibility Action Plan 2007

Ownership of the Accessibility Plan

Governors have the overall responsibility of this document. The headteacher and SMT also take ownership of the plan and its' implementation into school on behalf of the Governing Body.

Headteacher

Signature

Chair of Governors

Signature

Date

Accessibility Action Plan

	<i>Actions</i>	<i>Resources / INSET</i>	<i>Monitored by ...</i>	<i>Targets / Outcomes / Evaluation</i>
Teachers	<ul style="list-style-type: none"> Ensure any child with special educational needs has access to a curriculum that is appropriate Ensure that there is suitable differentiation as appropriate for children with special educational needs Information provided in suitable format e.g. large print, suitable fonts, audiotape etc as necessary Ensure access to ICT in adapted formats if necessary Provide for lessons and work in different groupings e.g. whole class, groups, pairs, individuals as appropriate Provide alternative ways of giving access to experiences or understanding for disabled pupils who may not be able to engage in certain activities e.g. different forms of exercise in physical education 	<ul style="list-style-type: none"> Access to a range of specialists for information and advice Access to training provided by other specialists e.g. speech and language therapist, occupational therapist 	<ul style="list-style-type: none"> HT SENCO Observation of lessons One to one meetings 	<ul style="list-style-type: none"> All staff, pupils and parents aware of resources, information and advice available. HT/SENCO Staff aware of different teaching styles Work of EWO co-ordinated / targeted.
Key Stage and Subject Co-ords	<ul style="list-style-type: none"> Ensure that there is coverage for all children in their subject Have regard to disability when purchasing new materials and resources 	<ul style="list-style-type: none"> Planning and Assessment Meetings SEN / IEP targets Year Group Targets 	<p style="text-align: center;">SMT</p> <ul style="list-style-type: none"> Minutes of Mtgs Lesson Observations and Self-Evaluation One - to - one meetings 	<p style="text-align: center;"><u>Key Targets</u></p> <ul style="list-style-type: none"> To further improve access to the full curriculum to all members of the school regardless of disability/special educational needs
Senior Managers	<ul style="list-style-type: none"> SMT to monitor planning and visual displays. SENCO to monitor IEPs and provision of resources Learning mentor to provide for vulnerable children particularly at transition to High School 	<ul style="list-style-type: none"> Minutes of Whole – School Staff / Year meetings One-to-one meetings Liaison with other professionals 	<ul style="list-style-type: none"> SMT Meetings <p style="text-align: center;">Governors</p> <ul style="list-style-type: none"> HT reports to Governors, LA , DFES & OFSTED 	<ul style="list-style-type: none"> To improve access to the building - over several financial years as funding becomes available To incorporate colour schemes when refurbishing to benefit any future pupils with visual impairment

<i>Associate Staff</i>	<ul style="list-style-type: none"> Meetings with all other related professionals e.g. Physiotherapy, Occupational therapy, SENNS, Educational Psychologist, Autism Outreach etc as necessary for advice, training and resources. 	<ul style="list-style-type: none"> Meetings with EWO SENCO Extension Services or Outside Agencies EDIT 	<p style="text-align: center;">SMT</p> <ul style="list-style-type: none"> One-to-one meetings IEP meetings Planning Meetings - EPS and SENSS 	<ul style="list-style-type: none"> To install window blinds into all areas to aid visually impaired children Provision of Soundfield/Radio Aids for children with hearing problems <p>ALL ACTIONS TO BE UNDERTAKEN AS SOON AS POSSIBLE AND/OR AS BUDGET BECOMES AVAILABLE</p>
<i>Governors</i>	<ul style="list-style-type: none"> Agree targets as laid out in Action Plans Monitor actions / targets in Action Plans 	<ul style="list-style-type: none"> Governor Meetings Governor visits 	<i>Relevant Governors</i>	<p>Children already in school to be accommodated immediately</p>