



Disability Equality Scheme

December 2007

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Crofton Infants' School Disability Equality Scheme

Introduction

Crofton Infants' 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 Crofton Infants' 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 is monitored and we use this data to raise standards and ensure inclusive teaching. We make reasonable adjustments to

ensure that the school environment is as accessible as possible. We do 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.

For further information, please see our equal opportunities and race equality policies.

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

Crofton Infants' 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 currently have no identified disabled pupils.

We have discussed issues with our School council together with our SEN and DDA Governor.

Key issues identified by our pupils were:

- Making sure people could get into, out of, and around our school easily, particularly where there are steps or stairs.

Disabled staff:

We currently have no registered disabled staff.

We have therefore asked all staff to identify any barriers that may affect them and how we can plan to overcome them.

Key issues identified by our staff were:

- Making sure people could get into, out of, and around our school easily, particularly where there are steps or stairs.
- Making sure doors are wide enough or open sufficiently to allow access for wheel chairs.
- No staff / adult disabled toilet.

Disabled parents/carers:

We have given all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs.

We have a suggestion box which is available at all times for parents and carers to make any suggestions to us about how to improve our school services.

We ask parents at the induction meeting when their children first enter school, how we can help them further when dealing with school.

Key issues identified by our disabled parents/carers were:

- Making sure people could get into, out of, and around our school easily, particularly where there are steps or stairs.
- Making sure doors are wide enough or open sufficiently to allow access for wheel chairs.

Disabled members of the local community:

We do not have any members of the community who use our facilities out of hours.

We have included all the above stakeholders in consultation about how we have developed this scheme. All stakeholders have been asked through questionnaire or discussion about their views. The results have formed the basis of our action plan.

The School Council, Governors, staff and parents will be involved in monitoring the appropriateness of work that is carried out and the progress of the action plan through meetings and questionnaires. Each group will be consulted at least yearly on their views.

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:

- monitoring the progress of disabled pupils through the normal process of tracking pupils through school.

Learning Opportunities:

- Personalised learning opportunities are available for all our children at different times and according to need.
- Some children can access one-to-one adult support through a Statement of SEN or through school's provision, depending on need.

Admissions, Transitions, Exclusions:

- Children arriving from other schools have their records transferred with them.
- Parents fill out a form on admission to school which includes information about illnesses and disabilities.
- All parents of children transferring to our school are offered the opportunity of looking around school and talking to the Headteacher.
- We currently have no exclusions at Crofton infants' School.

Social Relationships:

- We currently have no identified disabled children in school.

- All children take part in our SEAL activities which promotes the specialness of each individual.
- Some children who need extra help in this area attend Talking and Drawing sessions or Socially Speaking sessions or Music Interaction sessions.
- Children who struggle with lunchtimes / playtimes already have the chance for “time out” with our Learning Mentor, for quiet time and to calm down.

Employing, Promoting and Training Disabled Staff:

- We currently have no disabled staff.
- All applications for posts are considered whether from disabled people or not. Any application from disabled people that meets the post criteria will be invited for interview.

How we will assess the impact of our policies?

We will assess the impact of our policies through feedback from disabled pupils, parents and staff, and other members of the community.

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 our policies come up for renewal, we have agreed to review the impact of these policies.

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
- physical access
- any area of school life

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 as far as possible, disabled people are involved in this process.

(The annual report will be included in the report to Governors and the newsletter to parents).

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: Ms H Padwick

Designated Member of Staff: Ms H Padwick

Governors Responsible: Ms J Rigby and Mrs S Burgin

DO THE DUTY

Deliver training to staff and governors on the new duty

Organise a Disability Equality Steering Group, including disabled staff and governors where appropriate

Talk to parents and pupils to find out how they want to be involved in the production of your scheme

Have a look at your current information gathering mechanisms to see where improvements can be made

Ensure that every bit of information you gather is used

Decide which policies and practices have the biggest impact on disability equality and which need to be assessed first

Use the information you have gathered from your involvement of disabled people to write your action plan

Tell everyone the progress you have made in your annual report

Your DES is an ongoing process, review and revise every three years

Appendix A School policies disability equality checklist

	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?			N/A
	Are disabled pupils given positions of responsibility such as playground buddies or mentors?			N/A
	Are the achievements of disabled pupils celebrated at assemblies?			N/A
	Do disabled pupils have the opportunity to express their views in class forums or discussions?			N/A
	Are disabled pupils encouraged and supported in expressing their views?			N/A
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?			Buddy
	Are pupils with behaviour problems able to self-refer for time-out if needed?			N/A
	Are exclusions monitored for disability/impairment on a regular basis?			N/A
	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?			N/A
	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?			N/A
	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?			N/A
	Does the school accident reporting system monitor for impairment/disability?			N/A
15	Medical and personal care needs			
	Are disabled children and parents consulted about the administration of medicines?			N/A
	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			N/A

	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?			N/A
	Is the issue of sexual abuse and the right to say 'no' considered for disabled pupils with learning or communication difficulties?			N/A
	Are the parents of disabled children encouraged to allow their child to have sex education and to recognise their developing sexuality?			N/A
	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?			N/A
	Does the school consult with disabled people or outside experts on disability equality to resolve complaints?			N/A
18	Premises and lettings			
	Does the school have an access policy?	X		
	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?	X		
	Is information about lettings provided in accessible formats e.g. Easy Read, Audiotape, electronically or pictograms?	X		
	Are evacuation procedures in place for disabled people?			√

Appendix B CROFTON INFANTS' SCHOOL DISABILITY EQUALITY SCHEME ACTION PLAN AND ACCESSIBILITY PLAN

Target	Action Needed	Responsible Person (s)	Timescale	Available Resources	Measurable Impact	Arrangements for Monitoring and Evaluation
Modifying the building as necessary	Steps, access up/down stairs, adult disabled toilet	Ms H Padwick	As necessary	Devolved funding	Access easier	Through the DED group, identify if this an area that needs to be addressed i.e. a particular person needs it
Modifying our way of asking parents what they need	At induction meeting, (every term) ask how we can help.	Ms H Padwick Mrs S Phelps	From next induction meeting in Spring Term 2008	Include in FS documentation	Parents letting us know how we can help with their access to school	Check FS doc and notes for meeting (HP and SP)
Report to Governors and local Community on achievements	Yearly report to Governors (September) and newsletter to parents (September)	Ms H Padwick	From September 2008	Included in usual report and letter	People informed	Check report and letter sent out in September (HP)

Modifying the curriculum	When looking at “Me and My Body” topic, include discussions and pictures of people with a disability. Include also in Assembly topic rota. Also invite someone with a disability to come into school.	Ms H Padwick	During this school year ready for work during 2008-9	Teachers’ planning grids and SoW	A more positive promotion of disabled people to our children	With HT’s annual monitoring of planning
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Appendix C Accessibility Checklist

DCFS no 2040	School name: Crofton Infants School	YES	NO	PART
	Review date: 08/11/07			
	Review officer: Yvonne Peel			
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	N/A		
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)			N/A
	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			N/A
	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 (eg hearing loop at entrance desk, Soundfield system) in place if appropriate		✓	

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, eg for lift controls (inside and outside)		✓	
9	Additional resource rooms			
	Quiet distraction-free withdrawal/work area(s)	✓		
	Room available for visiting therapists/health care	✓		
	Medical room		✓	

General comments/Priorities:

As necessary when admitting pupils or staff with disability, resources will be provided or modified accordingly.