

DISABILITY EQUALITY SCHEME



Learning, Developing, Growing Together

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DISABILITY EQUALITY SCHEME

Valuing diversity is central to achieving the overall aim of Spinfield School and ensuring that we realise each child's full learning potential.

The governing body of Spinfield School is therefore pleased to publish its Disability Equality Scheme. In developing the scheme, we have been able to identify and record the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be tackled. We will ensure that this Disability Equality Scheme is effectively implemented and scrutinised so that we meet the obligations placed upon us by the Disability Discrimination Act. We intend to use it to make real and tangible changes to how we conduct our business that will make a positive difference to the lives of disabled people. Promoting disability equality in Spinfield School will be a continuous process. It will be undertaken in partnership with the wider community and of course with disabled people themselves. We would like to thank those who have been involved in developing the scheme and we hope that we can continue to work together with disabled people to achieve disability equality.

1. INTRODUCTION

1.1 The duty to promote disability equality

The Disability Discrimination Act 1995 was a landmark in equality legislation, making it unlawful to discriminate against someone because of his or her disability. It also required organisations to make 'reasonable adjustments' so that a disabled person could take a job, continue to work for an organisation or access services.

The Disability Discrimination Act 2005 amended the 1995 legislation. It introduced the duty to promote disability equality, which partly parallels the duty to promote race equality introduced under the Race Relations (Amendment) Act 2000. The duty to promote disability equality contains two elements – a general duty for all public bodies and a specific duty, which applies to a more limited number of specified public authorities, including maintained schools. The Code of Practice produced by the Disability Rights Commission (DRC) states that the “overarching goal of the duty is to promote equality of opportunity”. In many cases the disadvantage and discrimination that disabled people experience arise from attitudinal and environmental barriers. The duty to promote disability equality aims to overcome these barriers.

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 in the wider community and in the non-educational services they might provide.

This Scheme builds on our accessibility plan and develops our work further to include:

- A definition of both disability and inclusion that is wider than special educational needs* and applies to all vulnerable groups
- Taking a proactive approach in making reasonable adjustments

* the legislation includes in the definition of SEN any pupil who has significantly greater difficulty in learning than the majority of peers or a disability preventing or hindering access to educational facilities

- Work with pupils, staff and parents/carers
- Involving the views of disabled pupils, their careers and staff where appropriate in identifying priority actions within the school improvement plan.

1.2 The general duty

The general duty to promote disability equality places a duty on all public authorities, when carrying out their functions, to have due regard to the need to:

Promote equality of opportunity between disabled persons and other persons

- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

1.3 The Specific Duty

The specific duty requires a designated public authority (which includes schools) to produce and publish a Disability Equality Scheme (DES), setting out how it will fulfil its general and specific duties to promote disability equality. Disabled people must be involved in the development of the Scheme. The first Disability Equality Schemes were published in December 2007 and schemes should last for three years with an annual review of progress.

2. SPINFIELD SCHOOL'S VISION AND VALUES

2.1 Our vision and values

We aim to provide a secure, happy and flexible school environment for all our children to become lifelong learners. Fostering children's self esteem is an integral part of creating the ability to work independently and collaboratively.

2.2 Who do we mean by "disabled people"?

The Disability Discrimination Act 1995 definition of a disabled person is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means "more than minor or trivial" and long-term means lasting or expected to last 12 months or more.

Disability is said to an adverse effect if it affects one or more of the following

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, e.g.

- The time and effort that might need to be expended by a disabled child
- The inconvenience, indignity or discomfort a disabled child might suffer
- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

Another way of considering whether particular special educational needs are disabling is illustrated in the table below:

	Physical, hearing, vision	Speech, comprehension	Learning	Perception of risk or danger
Autistic spectrum		✓	Some	✓
Behaviour		Some	Some	✓
Dyslexic-type needs			✓	
Other learning needs		Some	✓	Some
Physical sensory	✓	Some	Some	Some

The school governing body and senior managers collect information regarding staff and pupil headcount by gender, disability, age and ethnicity, including data and other information on staff recruitment and progression. The school seeks to collect this information sensitively and confidentially, while encouraging disclosure.

2.3 Discrimination Disabled People Face

Disabled people are discriminated against in a number of different ways. These include

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people.

2.4 Action To Date

Our Disability Equality Scheme will take a fundamental step in removing these discriminatory barriers for disabled people at Spinfield. The Scheme builds on what we have done already to promote equality for disabled people.

For example in the past we have written to all parents asking them for information prior to the drafting of this scheme.

- An Accessibility Plan which aims to
 - Increase the extent to which disabled pupils can participate in the school curriculum
 - Improve the physical environment to increase opportunities for disabled pupils

- Ensure that disabled children are provided with information in formats that are accessible for them

An Equal Opportunities Policy which aims to create equality of opportunity

3. INVOLVEMENT

3.1 Involvement of Disabled People in Developing the Scheme.

Parents have had the opportunity to complete a questionnaire about disability and the governing body aim to involve all relevant stakeholders

3.2 Developing a voice for disabled pupils, staff and parents/carers

Spinfield operates an open door policy. It has an effective school council and there are many opportunities for parents to share their views. There are annual questionnaires for pupils, staff and children.

3.3 The Governing Body

The governors regularly make school visits and at open mornings have a stand so that parents can discuss issues with them. There is also a question box in the entrance area.

3.4 Eliminating harassment and bullying

Our anti bullying policy ensures that all incidents are dealt with clearly and professionally. Spinfield has a very clear code of conduct and behaviour and anti bullying policies are displayed on the website.

3.5 Reasonable Adjustments

All reasonable steps are taken for all areas of the curriculum and PA events. Consideration is given to ensuring that all pupils have equality of opportunity with regards to access and involvement.

3.6 Information, Performance and Evidence

a. Pupil Achievement

Pupils' achievements are collated and examined on an annual basis. Results of Children with a disability are considered separately. ???

b. Learning Opportunities

Children on the SEN register or with disabilities have individual targets which are reviewed termly.

c. Admissions, Transitions, Exclusions (including Behaviour cases)

We seek a range of information about pupils before they join the school to ensure a smooth introduction to Spinfield.

Behaviour plans are put in place if needed and exclusion policies and procedures are followed strictly.

d. Social Relationships

Spinfield has many whole school events where children work across phase groups which help to develop the child's social relationship. In addition the school has a house system with house captains and monitors and an active school council all of which improve social relationships across the school. In addition, some year 6 children had the opportunity at Stoke Mandeville Stadium to try some paralympic sports.

e. Employing, promoting and training disabled staff

Training of all staff includes some aspects of working with disabilities. Staff have recently received training in occupational therapy and strategies to use in class.

4. IMPACT ASSESSMENT

Spinfield School recognises the importance of assessing the impact of its current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning.

Questions the school needs to think about are:

- Teaching staff have received specific training on the DDA and how it relates to pupils at
- The SENCO and senior staff will be involved in assessing impact of any disabled pupil
- The school will call on specific external expertise when this is needed. The school has regular meetings with Educational psychologist, SALT, and has sought guidance from the Downs' Syndrome Association
- The school report the results to the Governing Body on an annual basis

Spinfield School therefore regularly monitors the impact of the school's policies. This Disability Equality Scheme is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

5. OUR PRIORITY AREAS IDENTIFIED IN THE ACTION PLAN

Access to the curriculum

Behaviour and exclusions – The reasonable adjustments will be made when appropriate and will depend on the individual circumstances and needs of the particular pupil.

Teaching and Learning - All teaching staff are aware of the QCA General Inclusion Statement and that they apply it in their planning and teaching

Curriculum – developing positive attitudes Spinfield School ensure that as disability equality issues are raised across the school through assemblies and in class.

Data collection, monitoring and assessment – The SENCo maintains a list of disabled pupils and pupil's progress is monitored through individual development plans.

Participation and engagement

Engaging disabled pupils, staff, parents and local community developing a voice (parents and governing body) Disabled pupils to be given positions of responsibility on the same basis as other pupils and all governors are aware of their statutory responsibility to promote disability equality.

Eliminating harassment and bullying - The school's anti-bullying policy is very clear and displayed on the website.

Access to information and services

Lunchtime or after school clubs and trips – All pupils, parents/carers or staff are invited equally to participate in visits/activities. If a parent or pupil is disabled the reasonable adjustments would be made. Disability issues will be considered at an early stage prior to the Risk Assessment Reasonable Adjustments would be made as and when necessary.

Medical and personal care needs - Disabled children and their parents/carers are consulted on how they want the procedure or administration of medication carried out.

Health and Safety - Evacuation procedures have been developed to take full account of the needs of disabled pupils Admissions and transitions are key in and timely support provided to pupils and parents/carers, and staff. Are reasonable enquiries made at admission or transition stages to find out whether pupils or existing pupils have additional needs?

Physical access

Lettings and use of building by community –The school examines capital projects to maximise access and to take into account the school's population.

Information we will evaluate

This scheme will monitor information on disabled pupils annually and report to Governors where appropriate

The scheme will monitor the disabled pupils' attainments as part of the assessment and tracking progress at Spinfield

Reasonable adjustments will be made on a regular basis as a matter of good practice
Admission forms and all information on pupils is evaluated

We will use the results of our monitoring to make reasonable adjustments, review effectiveness of the plan and identify future priorities.

Looking ahead

We are aware of the possibility of challenges for our school that may impact on our work to promote disability equality

Action Plan

Our priority actions are to link with SEN strategies and liaise with outside agencies eg Downs' Syndrome Association to ensure equal opportunities.

6. MAKING IT HAPPEN

6. 1 Implementation

This Disability Equality Scheme represents the school's vision backed up by key actions which will be carried out within the next three years. There will be:

- Clear allocation of lead responsibility
- Clear allocation of resources
- Indication of expected outcomes
- Clear timescales
- Specified time-scale for process and review:

Spinfield school's SEND Leader, Headteacher and SEND Governor, will monitor and review this scheme annually ensuring confidentiality of all pupils.

6.2 Evaluation

There will be internal evaluation of this scheme as above, and also with the school improvement partner and OFSTED. Evaluation of this scheme will therefore be incorporated into the OFSTED SEF

6.3 Publication

This document is published in conjunction with the school's Access Plan and forms part of the school's improvement plan and equal opportunities policy.

6.4 Reporting

- Any feedback will be reported to the link SEN governor and reported back as necessary at governor meetings.

This report will be published as follows:

- Be available to all school members in hard copy (on request), and in the form of alternative communication where necessary.

6.5 Links with other school plans and policies:

This Scheme is to be read in conjunction with the School Access Plan. Together, they are intrinsic to all school policies and procedures.