

The Henry Prince First School

Disability Equality Scheme

At Henry prince First School we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

In this scheme we will outline how we can promote disability equality for all disabled pupils, staff, parents and other users of our school.

Our school has a duty to promote disability equality and also to publish a **Disability Equality Scheme** which explains how we are doing this now and what we plan to do over the next three years.

Our Duty is to make sure that

- We do not discriminate against anyone as explained in the Equality Act 2010
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We remove any barriers which may discourage disabled people from playing a full part in our school life
- We encourage full participation by everyone in our school activities

What Do We Mean By Disabled?

There is a **definition in the Equality Act 2010**, which indicates that we consider someone to have a disability if he or she has *a physical or mental impairment or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities*. A fuller idea of what disability means in our school can be seen in Appendices A, B & C.

Our school is situated on the outskirts of Ashbourne and is adjacent to open countryside. There is a mixture of public and private sector housing with recent housing developments being predominately private.

The school is divided into a class of Nursery and Foundation pupils, one class of Y1 and 2 pupils and a class of Y3 & 4 pupils. Specialist staff and 'class teacher responsibilities' are allocated to each class.

Collecting and Using Data Effectively

The data we collect and collate can inform our school of developing patterns and trends. This information will be used to support the school's self review process and also to inform future planning.

Creating a list of people with a disability

- We have created a list of pupils who have a disability that fits the description given in the Equality Act 2010. We have included all the pupils on the Special Educational Needs Register then added pupils with known medical condition, finally any other children, known to staff, that may be considered to be disabled. This is now part of the school's data available to all staff.
- Staff have the opportunity to disclose any disability to the Head Teacher in confidence. New staff will have this opportunity on an application and following appointment. (When we recruit new staff we follow the County's Human Resources guidelines.)
- Development of data showing disabilities of governors, parents, carers, guardians and other users of school will be ongoing.
- An audit of attendance and exclusions related to disabled pupils is done termly.

- An annual audit of pupil performance is used to look for trends and areas to improve.

Developing the Scheme with as Many Views as Possible

To achieve a welcoming school for *everyone*, it is important that all users of our school have chance to voice their thoughts. Where adjustments need to be made, the best people to inform about those adjustments are the people with the disabilities. Different groups within the school have offered their ideas.

We appreciate the range of views from all users of our school. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes

- Being able to move around the building easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.
- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme – through training and 'awareness raising' – so that staff and pupils are being proactive in, including disabled people in every aspect of school life.

Our school offers good access to disabled users at the moment but we are keen to find out how we can improve this. At present our

School building is

- Built on one level with the exception of the staffroom and has provision for people with mobility difficulties to ensure they can get around easily. Ramps and wide doors are fitted.
- We have toilets which are suitable for physical and sight impaired users of our school. Consideration has been made when choosing lighting, floor covering and ventilation.
- Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school.
- We will review mobility and access issues relating to the building each year with the Governor for Health & Safety and the Finance Committee.

Curriculum Access

- We are working towards achieving Dyslexia Friendly Full Status.
- Children are taught using a variety of teaching and learning methods as outlined in NC Inclusion statement – See Appendix C.
- Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- All staff (teaching and support) are trained in 'Assessment for Learning' and this is regularly updated.
- Individual Education Plans are written; SEN register is kept up to date and includes details of intervention programmes offered to pupils.
- Advice is sought from SENSS Advisory Teacher, Educational Psychologist, Autism Outreach, Key Learning Centres and many other outside agencies to inform staff of the best ways to provide 'reasonable adjustments.'
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.
- ICT is used as an aid where appropriate for pupils with a specific difficulty.

- Interactive whiteboards are able to offer magnified screens, coloured backgrounds and text with suitable font and colour as well as auditory support for pupils. (Can be helpful for dyslexic pupils.)

Communication Between Home and School

- School sends a Newsletter home on a regular basis and this is available in larger print and also available on request as an email.
- We are aiming to make all text easy to read – we are hoping to achieve a *Readability level of 60% and above*.
- As a small school there is a pro-active approach to contacting and meeting parents of children on the SEN register before any written communication is sent out. There is always the offer to explain the reports sent home from outside agencies.
- All parents are offered the opportunity to speak to teachers to discuss pupils' progress. Written reports are sent out annually.

Achievements of Disabled People

Disabled pupils are encouraged to participate fully in school life. We will do our best to encourage other disabled users of the school to become actively involved creating a community for everyone. School Council members are voted in place by pupils. Other responsible roles are also filled by a cross section of the pupils.

Looking towards making things better – Evaluation

Our school aims to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'responsible adjustment' – to

- The building
- Learning and teaching styles
- Variety of methods of communication

The building and grounds will be improved to meet updated guidelines and any development will be done with consideration for disabled users.

Learning and Teaching

There are always adjustments being made to aim to improve everyone's learning experience. We will focus on checking that disabled pupils progress is in line with their abilities and that should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately.

- Academic progress is monitored and consideration will be given to the Value Added Figure.
- All pupils on SEN register will be monitored closely and action taken to ensure they can access the curriculum at their level. This may be by working with a small group of children of similar ability or by receiving 1:1 support in specific areas.
- Using RAISE online and Assessment Manager software, the Headteacher tracks and analyses the achievement of all our pupils.
- Teachers make adjustments in their planning to reflect individual needs.
- Review of Policies in school is ongoing.
 - Behaviour and Anti-bullying, PSHE and Citizenship.

The effectiveness of these adjustments will be monitored regularly and by asking disabled users if the school fir their opinions regularly.

Feedback will come from

- Pupil interviews
 - Parent/guardian/carer questionnaire
 - Staff opinion – all staff, teaching and non teaching – at staff meetings.
 - Governors
 - Users of the school
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- Findings **collated** by a member of the Senior Management Team
 - Ideas **discussed** at staff meeting.
 - **Developed** during Inset Day and with Governors
 - **Discussed** with staff/interested parties and School Council.
 - Leading to **implementation**

Reviewing and Monitoring how we are Creating a School which is Welcoming and Inclusive

We will review the Action Plan annually at the Governors Finance Committee meeting. We will look again at the information we have to see if the actions we have taken have had a positive impact on the opportunities and outcomes for disabled pupils.

Revision Of The Scheme

Parents, carers and users of our school can request a copy of the Henry Prince First School's Disability Equality Scheme and Access Plan from the school office. Requests can be made to discuss these with a member of staff and/or have a copy in large print.

May 2017

**Definition of Disability as written in the Disability
Discrimination Act 1995**

PART I

DISABILITY

*Meaning of
'disability' and
'disabled
person*

1. – (1) Subject to the provisions of Schedule 1, a person has a disability for the purpose of this Act if he has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

(2) In this Act 'disabled person' means a person who has a disability.

Past disabilities 2. – (1) The provision of this Part and Part II and III apply in Relation to a person who has had a disability as they apply in relation to a person who has that disability.

(2) Those provisions are subject to the modification made by Schedule 2.

(3) Any regulations or order made under this Act may include provision with respect to person who have had a disability.

(4) In any proceedings under Part II or Part III of this Act, the question whether a person had a disability at a particular time ('the relevant time') shall be determined, for the purpose of this section, as if the provisions of, or made under, this Act in force when the act complained of was done had been in force at the relevant time.

(5) The relevant time may be a time before the passing of this Act.

Fuller Definition of Disability

The Disability Discrimination Act 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.*'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means '*more than minor or trivial.*' '*long-term*' means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments such as

- Dyslexia
- Autism
- Speech and language impairments
- Attention Deficit Hyperactivity Disorder (ADHD).

An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The effect on normal day-to-day activities is on **one or more of the following:**

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing and eyesight
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

There are special provision for people with progressive or recurring conditions.

At Henry Prince we will collect details of disabled

- Pupils – A list will be created using SEN register, medical records and entry data sheets. This will be held on the main school data base.
- Parents/Guardians/Carers – this information will be gathered from disclosure to school or from entry data sheets. This will be held on main school data base.
- Staff – by choosing to disclose the disability in confidence to the Headteacher. In future this information will be ascertainable from a job application form. This will be held on main school data base.

Disability Information will be Audited According to Type:

Type of Disability	Including	
Physical Impairment	Mobility difficulties, limb malformation, missing limb	
Sensory Impairment	Sight and Hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty including SpLD	Dyslexia, dyspraxia, ADHD, ASD, Obsessive compulsive Disorder	
Medical Condition	Diabetes, Arthritis, Cancer, Depression and many other	

	conditions which require long term treatment	
Social, Emotional and Behavioural Difficulties	Behaviour and emotional differences which impact daily life	
Speech and Language	Development delay or physical difficulties leading to Sp & L extra needs.	

Appendix B

Is Tom Disabled?

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?
 - Mobility: getting to/from school, moving about the school and/or going on school visits
 - Manual dexterity: holding pen pencil or book, using tools in design and technology , playing a musical instrument throwing and catching a ball.
 - Physical co-ordination: washing or dressing, taking part in games and PE.
 - Ability to lift, carry or otherwise move every day objects: carrying a full school bag or fairly heavy items
 - Continence: going to the toilet or controlling the need to go to the toilet
 - Speech: communication with others or understanding what others are saying. How they express themselves orally or in writing.
 - Hearing: hearing what people say in person or on a video, DVD, radio or tape recording
 - Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including visual presentations in the classroom.
 - Memory or ability to concentrate learn or understand: work in school including reading, writing, number work or understanding information.
 - Perception of the risk of physical danger: inability to recognise danger e.g. jumping from a height, touching hot objects or crossing roads.
2. Is Tom's difficulty caused by an underlying impairment or condition?
3. Has Tom's impairment or condition lasted a year or more?
4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to question 1 to 4 then Tom is probably disabled under the Disability Discrimination Act. If Tom received medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

Appendix C

The NC inclusion statement

Learning objectives: Inclusion is not necessarily about every pupil working on the same learning objectives as every other pupil in the class. Where necessary teachers should use earlier or later objectives for pupils who are out of step with their peers. They can then plan how to address these objectives through differentiated questioning, the support of a bilingual assistant and demonstration during whole class teaching, and through the work they plan for individuals and groups.

Access: Teachers should also be very aware that newly arrived pupils can work on the same learning objectives as others in the class, as long as the teacher plans access strategies to overcome a barrier between the pupil and the learning. For example if a barrier is lack of fluency in English explanation can be given in the pupil's first language, bilingual writing frames can be used and starter activities might include practice, processes or prompts (see useful weblinks).

Teaching styles: This means varying teaching styles to take account of the way in which different pupils learn, for example use of visual, auditory and kinaesthetic modalities, varying length of tasks and whether tasks are open or closed.