



**HILL WEST**  
*Primary*  
**FOUR OAKS**

# Disability and Equality Scheme

(Developed March 2020; Due for Renewal March 2023)

Hill West Primary School is a member of the Arthur Terry Learning Partnership

At Hill West Primary School, we are committed to ensuring equality of education and opportunity for disabled children, staff and all those receiving services from the school. We aim to continue to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled children will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Hill West Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Achieving disability equality lies at the heart of our core objectives and values.

In this scheme we acknowledge that disability is a consequence of barriers that prevent many people from maximum participation in society. Our commitment is to remove these barriers. This document outlines our proactive approach to promoting disability equality for children, employees and visitors of the school.

We recognise that promoting equality for all will improve access for everyone. Our aim, therefore, is to make equality a central part of the way we work by putting it at the centre of policy making, practices, procedures and employment practice.

## **The Disability Equality Scheme**

The purpose of a Disability Equality Scheme is to explain, in one document, how we will make sure we promote equality for disabled people and challenge discrimination against them. The school recognises its duty under the Disability Discrimination Act 2005 (DDA).

## **The Disability Equality Duty (DED)**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’. (DDA 1995, Part 1, Para 1.1)

This covers the following categories:

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

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that 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, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- 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 schools.

## Rights and Responsibilities

Every child and young person under the age of 18 has rights and responsibilities. These are protected by the United Nations Convention on the Rights of the Child (CRC). At Hill West Primary School, we have regard for the following rights and responsibilities, relating to the Disability and Equality Scheme:

- **Article 2:** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, no matter what type of family they come from.
- **Article 3:** All organisations concerned with children should work towards what is best for you.
- **Article 12:** You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account.
- **Article 23:** If you have a disability, you should receive special care and support so that you can live a full and independent life.

## **Gathering and Using Information Data**

In order to fulfil the requirements of the Disability Discrimination Act we must be able to identify people who are disabled. For this purpose, we will adopt the definition of disability from the Disability Discrimination Act.

The school acknowledges that there will be an overlap between those children with SEN/D and those with disabilities. However, not all children with disabilities will have Special Educational Needs. Our regular monitoring procedures will ensure that we are able to track the progress of these children as they move through each Key Stage.

## **Involvement and Consultation**

The school welcomes contributions from parents of disabled children and parents who are disabled.

The Special Educational Needs Coordinator has also involved the Governing Body in the development of the Scheme, particularly those Governors involved in SEN and matters pertaining to curriculum and physical access.

The school recognises that the involvement of disabled children, staff, parents and members of the school community who use the school facilities is essential. We will aim to gain their involvement through, e.g.:

- Arranging a meeting with a group of children so that they can share their ideas.
- Using SEN review meetings to highlight any specific requirements.
- Highlighting in the school prospectus and on the school website that the person to talk to regarding the needs of disabled children is the Special Educational Needs Coordinator.
- Conduct effective liaison with pre-schools, playgroups, nurseries, enabling us to understand the needs of individual disabled children as they transfer to our school.
- Reminding parents and carers at Parents Evenings that staff are available to discuss ways in which we can improve the service we provide for disabled children and parents.
- Informing all staff that if they wish to discuss issues relating to disability, then they should talk to a member of the Senior Leadership Team.
- All parents and children are encouraged to communicate to the school their concerns and needs so that we can provide, within reasonable means, the best education possible

## **Making things happen**

In order to ensure that action is taken to meet the Disability Equality Duty, and the following action plan has been drawn up to make things happen. It outlines how the requirements of the DDA 2005 will be met. This action plan will include:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.

- Eliminating harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.

## **Accessibility Plan**

The school is committed to undertake a full review of the Accessibility Plan as part of the Disability Equality Scheme. The review will focus on the three areas of curriculum, environment and provision of information. This Disability Equality Scheme sets out the proposals of the Governing Body of this school to increase access to education for disabled children in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled children can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services.
- Improving the delivery to disabled children of information that is provided in writing for children who are not disabled.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## Planning duty 1: Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted and encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits.

	What	Who	When	Outcome	Review
Short term	Continue to ensure Teaching Assistants are always used effectively by teachers to support pupils with SEND by carrying out an audit of TA support and intervention	SENCO	Ongoing	All staff aware of interventions taking place and the impact of these.	Ongoing
	To continue to provide a range of appropriate resources to further support pupils with SEND, including pupils with sensory impairments.	Teachers, SENCO	Autumn 2020	Children with SEND have the resources they need to support them in the school environment	Summer 2021
	To continue to ensure staff are trained to support pupils with medical conditions through annual staff training in Asthma, Allergies, Diabetes and as required in other specific conditions.	SENCO	Annually	All staff have up-to-date training on medical conditions present in school.	Annually

	To successfully implement our new Personal Development and Wellbeing (PDW) and Relationships and Sex Education (RSE) curriculum through staff CPD.	Headship Team	Sept 2020	All staff delivering PDW / RSE curriculum effectively.	Annually
<b>Medium term</b>	To ensure all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia.	SENCO / external agencies	By Spring 2021 and ongoing	Training for all new members of staff. Updates and rolling programme of training for all staff	Ongoing
	To audit the texts which form our library, class reading areas and curriculum areas to ensure they are truly inclusive.	Headship Team / Reading Lead	By Summer 2021	Texts accessed by children and driving learning are inclusive and reflective of a wide range of protected characteristics.	Summer 2021
	To fully embed Thrive as a whole school approach to benefit children with SEMH needs.	Headship Team	By Summer 2021	Staff understand and buy into the Thrive Approach. Group profiling is taking place for all classes individual profiles and action plans are in place for children as appropriate.	Ongoing
<b>Long term</b>	Enable participation by disabled pupils, specifically vision impairment, mental health conditions, learning difficulties such as dyslexia, ASD, and health conditions such as asthma, in all aspects of school life by also promoting their pupil voice and that of their parents.	Headship Team, SENCO, ATLP	Spring 2022	Audit participation of pupils with disabilities identified to ensure that they are able to participate in all aspects of school life and are suitably represented in all activities.	Summer 2022

## Planning duty 2: Physical environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

	What	Who	When	Outcome	Review
<b>Short term</b>	To conduct an annual audit of the environment through the environmental walk.	SENCO / Site Manager	Annually	Improved access for parents and pupils with physical needs.	Ongoing
	Improve external and internal environment access. Renew yellow strip mark step edges Regularly replace broken blinds in classrooms and other spaces; assess uneven surfaces around the external environment.	Headship Team / Site Manager	Ongoing and as required	Visually impaired people feel safe in school grounds and in school buildings	Ongoing
	To improve accessibility for VI pupils as necessary for example through appropriate technology and use of iPads / IWB	SENCO / Technical support / CT of VI children as necessary	Autumn 2020	VI pupils have improved access to appropriate environment and resources	Annually on transition
<b>Medium term</b>	Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	HI and VI advisory teachers in conjunction with SENCO / AHTs	Ongoing	All children have access to the appropriate environment	Annually

<b>Long term</b>	To install air conditioning in the classrooms in the upstairs of the KS2 building so that the temperature does not exceed 26 degrees in the summer and learning is maximised.	HT / Site Manager	Summer 2022	Classroom temperature is kept at optimum levels so that the environment is comfortable and conducive to learning.	Summer 2022
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## Planning duty 3: Information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

	What	Who	When	Outcome	Review
<b>Short term</b>	Headship team to continue ensuring they are visible on the school drive at the beginning and end of the day	Headship Team	Ongoing	Headship Team can give information verbally as appropriate and are available for parents.	Ongoing
	Carry out a review of information to parents/carers, issuing a questionnaire asking parents their preferred method of communication. Ensure information is provided in clear print in "simple" English. School office will support and help parents to access information and complete school forms.	Admin Team / SENCO	Ongoing as necessary	All parents receive information in a form that they can access All parents understand what are the headlines of the school information	Ongoing
	Improve the delivery of information in writing in an appropriate format – for example, provide suitably enlarged, clear print for pupils with a visual impairment	Class Teachers	Ongoing as necessary	All parents and pupils receive information in a form that they can access.	Ongoing
	To continue to ensure all staff are aware of guidance on accessible formats, for example by providing guidance to staff on dyslexia and accessible information	SENCO	Ongoing as necessary	Staff produce information in an accessible format appropriate to individual stakeholders.	Ongoing

<b>Medium term</b>	Provide an iPad in Reception area so that parents can access information in school.	Headship Team / Admin Team	Spring 2021	Information more readily available for parents	Spring 2021
<b>Long term</b>	Achieve the BDA Dyslexia Friendly Quality Mark, demonstrating that we provide high quality education and/or practice for dyslexic individuals.	SENCO	Summer 2022	Everyone within our school understands the needs of the dyslexic individual and that appropriate resources and strategies for support are available.	Summer 2022