

# St Andrew's CE Primary School



## Disability Equality Plan

Reviewed: Summer 2021  
Next Review Date: Summer 2022

## DISABILITY EQUALITY PLAN - ST ANDREW'S CE PRIMARY SCHOOL

### ***Every Child A Champion in Their Own Right. Matthew 5.16 - "Let Your Light Shine."***

#### **Introduction**

St. Andrew's CE Primary 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 St Andrew's C E Primary 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.

*The School's ECM policy statement is referred to in all 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, an 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. Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term

medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

### **How Disabled People have been Involved in the Scheme**

St. Andrew's 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.

We have actively sought information from parents and carers via regular newsletters. Continuous dialogue between staff and parents/carers enables the school to provide help when needed and to regularly update any plans needed. The school will continue to encourage responses to our requests in order to regularly update our action plan.

Any issues identified will be reviewed immediately and regularly thereafter and, where possible, alternative provision / measures will be taken.

#### **Disabled staff:**

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

Any issues so identified will be reviewed immediately and regularly thereafter and, where possible, alternative provision / measures will be taken.

#### **Disabled parents/carers:**

We have given all parents/carers the opportunity to identify any barriers and how we can improve the way we meet their needs. We have tried to encourage people to inform us of any problems they may have accessing our premises or any activity carried out within it.

Ongoing dialogue and regular requests in newsletters continue to encourage parents/carers to keep us advised of any relevant issues.

Any issues identified will be reviewed immediately and regularly thereafter and, where possible, alternative provision / measures will be taken.

#### **Disabled members of the local community:**

Discussions have been held with a representative from the local church which has close links with the school. A brief tour of the key areas of the school identified several ideas to improve access to the premises which have been included in the Accessibility plan.

We have given a questionnaire to all groups which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments.

Vicar at St. Andrew's Church has agreed to ask congregation if accessibility to the school premises or facilities can be improved in any way.

Any issues identified will be reviewed immediately and regularly thereafter and, where possible, alternative provision / measures will be taken.

## **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:**

Discrete groups of children are now tracked separately to ensure achievement is monitored and appropriate strategies put in place.

### **Learning Opportunities:**

Individual targets are set for all children within the school. This ensures that specific difficulties are taken into account and appropriate adjustments made as necessary. St. Andrew's is a fully inclusive school that tries to ensure that all pupils have full access to the curriculum, including educational and residential visits.

### **Admissions, Transitions, Exclusions:**

Home visits and interviews ensure that additional needs are identified at the earliest possible stage. At transition between classes, teachers discuss children individually and detailed discussions take place with new staff before transfer to secondary school. If appropriate, special visits are arranged to ensure individual needs are met. As much information as possible is collected regarding children who transfer from other schools to ensure appropriate adjustments are in place and the curriculum is accessible to them.

### **Social Relationships:**

Buddy systems used at lunchtime, PHSME, and DAZZLE time .

Development of school premises, outside and inside, encourage giving children a choice of activity including quiet areas.

Careful planning of lunchtime activities and involvement of lunchtime supervisors in those activities, encourage all children to play together.

### **Employing, Promoting and Training Disabled Staff:**

The impact of our policies will continue to be analysed by encouraging feedback from pupils, staff, governors, parents/carers, visitors from other agencies, groups using the school premises out of hours and members of the local 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 the impact of policies and this is contained in our action plan.

## **St. Andrew's C E Primary School**

### **Our Action Plan**

Our existing Accessibility Action plan outlines our targets to improve:  
curriculum access  
provision of information to disabled pupils physical access.

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 action points completed during the year and those that are ongoing.

We will endeavour to ensure that disabled people are involved in this process.

If, after review a new action plan is needed, one will be produced, responding to issues identified through our impact assessment and included in reports to the Governing Body.

**Senior Member of Staff Responsible:** G Huckstep

**Designated Members of Staff:** L Harrison

**Governor Responsible:** L Russell

## Accessibility Action Plan

Target	Action	Responsibility	Timescale	Resources	Measurable Impact	Monitoring and Evaluation
Medical and Personal care needs.	Discuss and agree any procedure or administration of medicines to be carried out as applicable.	SEN team	Ongoing	As appropriate to specific children	Positive feedback from parent/carer.	SEN team
Teaching and Learning	Annual review (or on admission of new child) of classroom allocation and accessibility of curriculum and facilities.	Head/SEN team	As appropriate	As appropriate to specific children	Ongoing awareness of suitable challenges and expectations of children. Inclusion and access of all children.	Leadership team Observations.
Safeguarding	To ensure particular needs of specific pupils are met	SEN team / Class Teacher	As appropriate	As appropriate to specific children	Positive feedback from parent/carer.	Ongoing review by SEN Team.
Analyse effects of school policies.	Use school data to track achievement of disabled pupils.  Include data re disabled pupils  On transfer to new class all documents and relevant information to be passed to new class teacher  On transfer to new school all documents to be sent to new school and discussions held with teacher/school.	SEN Team/Bus Stop Team  SEN Team/Bus Stop Team  SEN Team/Phase Leaders  SEN Team	Ongoing  Ongoing  Annually at end of Summer Term  As appropriate	Assessment data  Assessment data  Assessment data / relevant documents  Assessment data / relevant documents	Regular analysis of VA with individual teachers and support strategies in place.  New teacher to be in possession of all relevant information/documentation  Positive feedback from parent/carer/new school	VA monitored and discusses with relevant staff.  Checked by SEN team and Phase Leaders  New school to have been sent all relevant documentation
Participation and Engagement	to continue to ensure that disabled pupils are represented on the POP Group (Pupil Opinion Party) whenever possible  To ensure that all governors are aware of their statutory responsibility to promote disability equality.	Head/All staff /TA with responsibility for POP Group  Head/SLT	Ongoing  Ongoing	Minutes of meetings and issues raised.	Appropriate representation apparent  Positive feedback from Governors	Head/SLT/Governing Body  Head/SLT/Governing Body
Eliminating Harassment and Bullying	To review anti-bullying policy to ensure that it specifically refers to bullying which is directed at disabled children and adults.	Head/SLT	Annual review of policy	Policy	Policy reviewed and all necessary amendments made	Head/SLT/Governing Body

Target	Action	Responsibility	Timescale	Resources	Measurable Impact	Monitoring and Evaluation
Employment	To review the number of staff who count as disabled under the DDA 2005. To ensure additional time off is allowed for treatment for their condition should the need arise.	Head/SLT	Annual review Sept.	Staff questionnaire and other messages/briefing notes etc.	Any feedback analysed and action taken as applicable.	Termly review by Head/SEN Team
The Governing Body	To continue to link governors to classes and curriculum areas, encouraging their participation in school life. To continue to document links with governors.	SLT/Whole staff	Ongoing		Positive feedback from Governing Body	Termly review by Head/SEN Team
Behaviour and Exclusions	To ensure that the School's Policies are differentiated with reasonable adjustments for disabled pupils.	Head/SLT Annual Review of polices.	Ongoing		Policies reviewed and necessary amendments made	Termly review by Head/SEN Team
Use of buildings by the community	To analyse questionnaires by all groups using the school premises and implement adjustments as appropriate.	Head/SEN Team	Annual Review of polices.		Policies reviewed and necessary amendments made	Termly review by Head/SEN Team
Extra-curricular clubs and educational visits	To continue to review the individual needs of pupils, parents and carers to ensure everyone is included.	Head/SEN Team	Ongoing as appropriate.		Policies reviewed and necessary amendments made Inclusion for all assured	Termly review by Head/SEN Team