

# **Chacewater Primary School Disability Equality Scheme**

## **Three year period covered by the plan:2016-2019**

### **Introduction:**

At Chacewater we aim to achieve:

- The development of the whole child academically and socially in an inclusive, challenging environment which allows everyone to achieve.
- Successful learners in an enjoyable, stimulating environment where all children achieve and can participate fully and equally.

At Chacewater we view differences as a positive attribute of society and so actively promote an inclusive culture throughout the school community.

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- prepare and publish a disability equality scheme to show how they will meet these duties.

The governing body plans to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils and other members of the school community can take advantage of education and associated services;
- improving the delivery to disabled pupils and other disabled members of the school community of information which is provided in writing.

### **To produce this scheme we have taken account of:**

- Pg 9- 14 Schools and the Disability Equality Duty in England and Wales - Guidance for governors, Headteachers, teaching and support staff working in schools in England and Wales" DRC
- DRC's website [www.dotheduty.org](http://www.dotheduty.org)
- Duty to promote disability and equality statutory code of practice.

## **1. How we have involved disabled people in developing this scheme.**

Pupils - pupils are consulted as part of the School council process and when reviewing targets and work each term. As part of PSHE and Citizenship lessons pupils discuss relevant issues which are reported where appropriate to the headteacher.

Parents - On entry to school an induction meeting is held with individual parents to discuss the needs of the family and the child starting school. If appropriate, with parental consent, reports from other agencies may be requested and the school always aims to work closely with outside agencies.

Staff - Disabled employees are asked to indicate specific needs on the LA application form. These are monitored and supported by the Headteacher as part of staff support and development.

SEN Governor is to carry out a consultation with parents, governors, employees and disabled people in the community regarding the support offered by the school and how we can improve in this area.

## **2. How we intend to gather information on the effect of our policies and practices on disabled people.**

- During induction meeting opportunity will be given for parents to express any needs in this area, opportunity will be given to share the needs and strengths of the family and child.
- SEN Governor and SENCO to establish a monitoring routine to evaluate and review progress of action plan and report to GB.
- Accessibility questionnaire to be sent out annually with 'change of information' sheet in autumn term.

### **a) Recruitment, development and retention of disabled employees**

The school monitors the needs of staff appointed through the use of Local Authority application forms which include a request for information in this area.

When employees first join the Local authority they attend a medical.

The school aims to maintain an ethos where staff feels confident to share any needs in this area. Part of the induction process of new staff is to draw their attention to school policies in this area through the Staff Handbook.

Annual performance management meetings are held where staff have an opportunity to raise any personal information and there is an open door policy for access to the Headteacher. Staff meeting and Inset days held regularly provide staff with additional opportunities to raise any general issues. Staff are actively encouraged to share information through the promotion of an ethos of inclusion, confidentiality and support. Staff and children are encouraged to share and discuss their feelings and understanding. All members of the school community are prepared to respond in an open, supportive and flexible manner.

- o reassuring staff of the confidentiality of their disclosure;
- o raising awareness of the LA policy on harassment and bullying
- o promoting awareness of the support available to disabled members of staff
- o looking at how the school encourages disabled applicants for posts

Information is collected on initial application forms and the headteacher is prepared as part of the induction and interview process to monitor and respond to individual needs. The headteacher will then continue to assess and monitor the needs of individuals, their responsibilities and their working environment making appropriate arrangements when needed and involving other agencies where needed e.g. Occupational health. This is done for all staff not just for those with disabilities.

## **b) Educational opportunities available to and achievements of disabled pupils**

We are a small school which welcomes a wide range of children with diverse needs. Currently children's disabilities include Downs Syndrome, a range of medical conditions, specific learning difficulties i.e. dyslexia.

Information is gathered through admission forms and personal interviews between parents and teachers of headteacher prior to the child commencing school. Once the child has started school all staff monitor individual progress and will share observations and concerns with parents either informally or more formally as appropriate. The school will carry out a baseline assessment of learning ability and progress is closely monitored. Staff participate in regular Inset days these will include general professional development regarding some of the more widely evident disabilities e.g. dyslexia. Where a child has very specific needs a training support programme is put in place and then updates and development are

organised by the Headteacher. The School has also completed the Inclusive Dyslexia Friendly Schools Award.

Children are encouraged to share and raise issues through messages in assembly and PSHE lessons and by staff modelling similar behaviours. The school focus' upon individuals and carefully evaluates the social, emotional and academic progress of each child. Where specific support or interventions are required the school will implement its own strategy or work with outside agencies to help each individual. E.g. Do Something different funding to support after school clubs or providing facilities for play therapy for a specific child, providing transport to school events.

### **3. Action plan**

The aforementioned information will be used to prepare an action plan.