

## ***Wren's Nest Disability Equality Scheme***

### ***Disability Equality Scheme November 2007***

The Disability Discrimination Act 2005 builds on existing responsibilities for schools, including the duties to make reasonable adjustments, and to plan strategically to increase access to schools over time.

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.

### ***Overall Aim of the Policy***

Wren's Nest Primary School and Children's Centre will work to promote positive attitude to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.

### ***The Definition of Disability is:***

**"A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities."**

Physical or mental impairment can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

The SEN and Disability Act 2001 extended to Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

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

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 such as that set out in **DDA 95 as amended by SENDA from 2002 Code of Practice part 4.**

"It is important to recognise that the definition of children with learning difficulties includes children with a disability where any special educational provision needs to be made. It means that children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is, anything that is *additional to* or *different from* what is normally available in schools in the area".

- working with the social model of disability that is:

*That while many individuals have physical or sensory impairments, learning difficulties or are living with mental health problems, it is in many cases the way society responds to these attitudinal and environmental barriers which can increase the level of disadvantage and not the disability itself.*

- taking a proactive approach in making reasonable adjustments
- work with pupils, staff and parents/carers
- involving the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan

### ***Strategic Priorities***

Wren's Nest Primary School and Children's Centre aims to include all children, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all people involved in the school community
- finding ways in which all students can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- following the Dudley admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities in all subject areas
- planning the physical environment of the school to cater for the needs of all people involved in the school community
- raising awareness of disability amongst school staff (teaching and non-teaching) and students through a programme of training
- by providing written information for all involved in the school community in a form which is user friendly
- eliminate harassment related to a disability for all persons involved in the school community

### ***Strengths and Weaknesses***

#### ***Strengths:***

- Provision for children with social and emotional needs in our nurture group
- Team of learning mentors – flexible and personalised support for children
- Strong community and family links
- Good inter agency relationships and extended services

#### ***Weaknesses:***

Building development now limited until new school completed (all DDA requirements met in new building)

### ***The General Duty***

Every public authority shall in carrying out its functions have due regard to:

- the need to eliminate discrimination that is unlawful under the Disability Discrimination Act 2005;
- the need to eliminate harassment of disabled persons that is related to their disabilities;
- the need to promote equality of opportunity between disabled persons and other persons;
- the need to take steps to take account of disabled persons' disabilities, even where that invites treating disabled persons more favourably than other persons;
- the need to promote positive attitudes towards disabled persons; and
- the need to encourage participation by disabled persons in public life.

### ***Specific Duty – How we will meet the General Duty***

Wren's Nest will meet this duty by:-

- Undertaking a disability audit using the medical register, the Special Educational Needs Register and meetings with staff, as appropriate.
- Meeting with children and parents of children with disabilities to ensure the school is supporting them effectively.
- Ensuring disabled children have a voice on the school council.
- Publishing an accessibility action plan which includes targets
- Making the policy and targets known to all teaching and non teaching staff, students and parents through training and School Website
- Incorporating the Scheme into the School Improvement Plan and all other policies as appropriate
- Monitoring and evaluate the success of the plan annually through the Curriculum & Standards committee and involve staff and children with disabilities.

### ***Involvement of Disabled People in Developing the Scheme***

Disabled people will be involved in developing the scheme through meetings with the Deputy Headteacher / Family Support Co-ordinator and through the School Council. The children involved will have a range of disabilities – hearing impaired, dyspraxia, dyslexia, ADHD and ASD.

### ***Developing a voice for disabled students, staff and parents/carers***

- We will liaise with the School Council in developing a forum for disabled children to express their opinions and nominate two additional members with a disability to become part of this Council.
- A long term objective will be to provide a specific forum for all other members of the School Community ie staff, parents/carers.
- The named Governor with responsibility for Special Educational Needs will also consider the implementation of the Disability Equality Scheme with the Family Support Co-ordinator.

### ***The Governing Body***

The Governing Body will report on targets that have been met and what impact they have had on achievements of students with disabilities through the Headteacher's Report and the web site.

### ***Removing barriers***

We will endeavour to remove barriers by making reasonable adjustments as appropriate to the physical environments curriculum and any information provided by the school. (See Accessibility Plan)

### ***Disability in the Curriculum, including teaching and learning***

We will develop positive attitudes about disability by raising awareness with the school community taking opportunities wherever possible. For example through assemblies, PSHE lessons and staff training.

### ***Eliminating harassment and bullying***

We will ensure that all children understand that bullying is unacceptable and how they can get help (school policy). The SEAL PSHE curriculum also tackles bullying and harassment through a number of its topics each year.

### ***Reasonable Adjustments***

Will be made as appropriate to individual situations i.e. access to school trips, materials for visually impaired, incentives / target sheets to support children. The Headteacher will ensure that no child is discriminated against and stopped from going on a school visit due to disability discrimination (through risk assessment approval).

### ***School Facility Lettings***

The site is relatively flat and the school and the children's centre are relatively accessible to physically disabled children and visitors. During the new school build we will ensure that the site remains accessible to all and the School Bursar, who is responsible for lettings, will monitor this.

### ***Information, Performance and Evidence***

This scheme will monitor the performance of children who have disabilities. The progress of these children will be tracked by the class teacher through normal assessment procedures and reviewed by the Family Support Co-ordinator within her responsibility for SEN within the school.

The Deputy Headteacher and the Bursar will be responsible for monitoring the accessibility plan and ensuring that actions are undertaken and targets achieved.

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

### ***Admissions, Transitions, Exclusions (including SEBD)***

- The school will audit behaviour plans and ensure that children who have disabilities have reasonable adjustment made for them to help support them in day to day school life. Any potential exclusion whether fixed term or permanent is considered very carefully by the Head teacher and the Deputy Headteacher to ensure there is no discrimination and that there are no other possible alternatives. As stated in the behaviour policy exclusion is only considered as a very last resort.

### ***Social Relationships***

- All children are supported to develop social relationships through circle time and the SEAL (Social Emotional Aspects of Learning) curriculum programme.
- Additional support is given to some children through the nurture group and the team of learning mentors. For example: Children may take part in Social Skills Groups, Anger Management, Lunch time Clubs, Garden of Dreams etc

### ***Employing, promoting and training disabled staff***

- Dudley is an equal opportunities employer and discriminates positively for disabled applicants. All potential candidates who are disabled and meet the person specification are automatically offered an interview.

### ***Impact Assessment***

We will measure the impact of new and existing policies by inviting feedback from students with a disability, their families and carers and also from the whole school community. This information will be shared with the Governing Body through the Headteachers report.

***Reviewing/Monitoring***

The Governors Curriculum & Standards Committee will formally evaluate the success of our Disability Equality Scheme, every year and undertake a full revision every three years.

***Review Date : Autumn 2008***

***Senior Members of staff Responsible : Mrs Kay Mason, Deputy Headteacher***

***Designated Member of Staff : Mrs Alison Keyes, Family and Pupil Support Co-ordinator***

***Governor Responsible : Mrs Carol Benson***

***Appendix 1: Wren's Nest School Accessibility Plan***