

DISABILITY EQUALITY POLICY

Bonner 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 discriminations 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.

We have set up a representative steering group to develop and monitor the scheme and the action plan. The group consists of the Headteacher, the Senco, the Curriculum Committee of the Governing Body and a group made up of staff and pupils.

School Ethos, Vision and Values

At Bonner Primary School 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 gives priority to disabled pupils in accord with the LA's policy.

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.

Definitions 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. At Bonner, children at School Action Plus or with Statements of SEN, and those with long term medical needs and impairments are considered to be disabled for the purposes of the Act and for equality.

How Disabled People have been involved in the Scheme

Bonner Primary 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: see Appendix 1

Disabled pupils with SEN are involved termly in the target-setting process for their IEP.

We need to consult disabled pupils further on barriers they experience and adjustments we should make.

Disabled Staff:

We have asked all staff to state whether or not they consider themselves to be disabled. did. We also asked staff to identify any barriers that affect them and how we can plan to overcome them. No current barriers were identified.

Disabled Parents/Carers

We received no replies to a questionnaire sent to all parents/carers in October 2009. No parents/carers identified themselves as disabled. Those replying suggested the following improvements to school: additional training for staff, regular curriculum time devoted to the discussion of issues facing disabled people, additional support for disabled children.

Disabled Governors

No member of the school governing body considered him/herself to be disabled.

How we 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 relating to both employment and the delivery of our services. The processes we use for gathering information and analysing data will include:

Pupil Achievement: we will track the achievements of disabled pupils with and without SEN

Learning Opportunities: highlighting meetings and target-setting

Admissions, Transitions, Exclusions: information about a disabled child will be shared every time s/he moves class or transfers to another school. When a child who may be disabled is admitted, contact will be made with his/her previous school for the purposes of gathering information.

At Bonner, we strive not to exclude children, and external exclusion is a very rare occurrence. Disabled children will be monitored against overall exclusion rates to ensure they are not over-represented.

Social Relationships: We strive to improve social relationships via SEAL lessons and the implementation of our Behaviour Policy, by means of which we keep a record of bullying/racists incidents.

Employing, Promoting and Training Disabled Staff:

All disabled applicants for school positions will be shortlisted if they meet the minimum person specification. We observe equality legislation.

The school provides reasonable adjustments for disabled staff, e.g. allowing additional time off for medical appointments, adjusting work patterns, on a 'case by case' basis. Our Sickness Management Procedure is open and transparent.

All employees participate in Continuing Professional Development, following the approved national model, and have access to a line manager.

Any disabled employee is entitled to and will receive appropriate training opportunities; this will include any individual training needs identified through the CPD process.

How we will assess the impact of our policies?

Pupils on the disability register will have their attainment monitored by the access and inclusion leader and assessment coordinator once a year to establish whether the attainment of this group is comparable to other groups of children. Their progress will be monitored both against expected school outcomes, and in terms of personal progress. Children whose attainment stands still or regresses will be identified so that remedial action may be taken.

Children working below level 1 of the national curriculum will have their progress measured by 'P' level.

The attendance of pupils on the disability register will be monitored as part of normal school procedures, by the school's Attendance Welfare Officer. Where there are problems (eg. hospitalisation, susceptibility to infections, etc), appropriate adjustments will be made. We will work towards the school average attendance for any whose attendance is suffering.

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.

Our Action Plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.

Our existing accessibility plan outlines the steps we are taking 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:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

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

Revisiting the Scheme

Our scheme will be reviewed and revised after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.

Senior Member of Staff Responsible: Headteacher

Designated Member of Staff: Sam Hill, Access and Inclusion Leader

Governor Responsible: To be named

Appendix 1

Register of Disabled Children (* means also on AEN register)

I omitted this for confidentiality reasons

Appendix 2

Removing Barriers: **Adjustments we currently make** *Adjustments we need to make*

The non-italicised adjustments below are things we already routinely do in school. The italicised adjustments are the measures we need to introduce.

General

- *Establish and maintain, for monitoring purposes, a register of disabled staff, parents/carers and children*
- *Meet with parents/carers of disabled children, and with disabled adults and children themselves, to gather information about adjustments we may need to make*
- Coordinate the needs of disabled children across the school
- Seek and implement the recommendations of any appropriate agency working in the field of disability
- Build in 'learning breaks' when the disabled child needs respite or is unable to continue in the lesson
- Ensure the needs of disabled children are catered for on trips and visits
- Ensure that disabled children have proper access to out of school clubs and activities
- Ensure that any staff required to carry out procedures that carry risks (eg lifting and handling) receive proper training
- Ensure that special arrangements are made for the evacuation of disabled people from the premises in case of emergency;
- *Gauge the impact of our arrangements by surveying the opinions of disabled pupils/carers annually.*

Overcoming Physical Barriers

Mobility/gross motor control:

We have wheelchair access to all areas of the school. There is a lift, a disabled toilet, and an adjustable table.

- There is a space for disabled parking
- *Advise wheelchair users arriving by car of the allocated space in advance of their arrival and ensure it is clear at the appropriate time*
- Allocate a support adult to accompany and help children;
- Make special arrangements for those who need more time to accomplish activities, such as going to lunch early with the support adult, not queuing at lunchtime, providing suitable equipment and seating
- Provide occupational therapy or other programmes designed to help children practise key movement skills
- Negotiate suitable working practices to allow staff with mobility problems to function effectively, (for example, ensuring s/he does not have to work at floor level, lift or move unsuitable objects, accompany class trips etc)
- Reorganise classroom space, where possible, to allow freedom of access around the room for those with mobility problems
- Work with the Borough's Advisory Teacher for children with disability to help co-ordinate services for disabled children in school, and training for their support adults

Hearing/Vision Impairments:

- Provide visual reinforcement of tasks, and ensure good eye contact, for those with hearing problems
- Provide enlarged text for children with visual problems and ensure task instructions have aural reinforcement by a support adult
- Seat children close to the teacher/whiteboard
- Train individual staff in the use of Makaton or other accepted signing;

- *Train individual staff in digital hearing aid use and care*
- *Train whole staff in common signing*
- Refer where there are concerns and consult with professionals, take appropriate advice and implement programmes (eg. with the vision/hearing impairment service)
- Ensure that necessary aids are used, and repaired if required
- *Organise signing interpretation where necessary for parents upon request*
- *All letters home to advise that parents/carers can, on request, receive communications in a format more suited to their needs (eg. enlarged text, telephone communication, home visit or email contact etc)*
- Provide staff support for visitors/parents/carers who require help negotiating the building
- Ensure all internal and external signs and information boards are large and/or contrasting enough to be read by those with visual problems
- *When redecorating, ensure good colour contrast around doorways and steps for those with visual problems*

Fine motor control:

A small number of children have problems developing skills such as handwriting, cutting and sticking, eating, doing up zips/buttons etc.

- Provide equipment that enables those with motor control problems to function well, for example pencil grips and a range of writing and mark making implements, safety scissors, adapted keyboard/mouse, electric pencil sharpeners
- Allocate an adult to help the child when required
- Refer where there are concerns, provide occupational therapy or other relevant programmes designed to help children practise key skills
- Advise parents of easier alternatives for their child if the child has a problem with aspects of self care

Medical conditions:

This area covers people with special requirements due to medical conditions or surgical interventions. It includes people with diabetes, serious allergies, serious asthma, heart problems, obesity, cancer and those who require medication to control or alleviate symptoms of any other significant medical condition.

- Log any medical requirements on the child's central records, along with advice from parents or professionals
- Ensure relevant teacher(s) and support staff follow any advice/programmes given
- Ensure staff working with children with medical needs are informed
- Ensure at least 3 members of staff have up to date first aid training
- Provide more specialised staff training where particular needs have been identified, e.g. a cardiac nurse to advise on treatment of a child with a heart condition
- Keep any required medications securely on site and obtain parent's written consent to use them
- Inform teachers, the cook and lunchtime staff of special dietary requirements; provide photographs of children with dietary requirements to the school nurse
- Inform and work with the school nursing service where there are concerns

Overcoming Barriers in the Curriculum

- Ensure teachers have sufficient time to think about and plan for their disabled children in advance
- Give teachers of disabled children, and their support staff, extra time for resource preparation if needed
- Ensure teachers and support staff plan, and feed back together
- Ensure that disabled children with Special Educational Needs have an education plan which is regularly reviewed and is specific to the child's needs
- Ensure that the disabled learner can access learning activities easily, so that all the resources needed for the lesson are to hand, appropriate and are differentiated according to need
- *Include positive role models of disabled people in the curriculum, specifically but not exclusively through our delivery of the PSHE curriculum*
- *Monitor the attainment of disabled pupils: NC levels, P levels, detention/time out figures, exclusions and attendance to establish levels of representation compared to school averages*

Communication/Speech and Language:

This area includes those with significant expressive and receptive language difficulties, those on the autistic spectrum, and those whose communication difficulty may have unspecified causes, eg. elective mutism.

- Ensure children with communication difficulties have a personalised education plan detailing their needs and targets they should work towards; regularly monitor the plan
- Employ a speech therapist to work with targeted groups and individuals, and train support adults
- Use specialist teachers from the Language and Communication team to assess and advise on children causing concern
- Refer individual children to Speech Therapy when appropriate
- Assess bilingual children in order to ascertain whether the communication difficulty is present in the home language
- Provide group rooms and quiet areas for those with communication difficulty
- Simplify and rephrase the language used in instruction giving and general communication; allow more 'processing time' for those with receptive communication difficulties
- Use different visual, aural and kinaesthetic supports to help with understanding
- *Teach some signing (Makaton) to the whole class to facilitate communication*
- Provide staff training when available;
- Buy, and use, specialist resources to support learning (eg. PECS resources, "Language for Thinking").
- Use specific techniques to support the child, eg. social stories and visual timetables for children on the autistic spectrum.

Learning Impairments:

This can include children with specific conditions such as dyslexia and dyscalculia (not 'mild'), as well as those who struggle due to difficulty concentrating/paying attention.

- Provide extra adult support for those struggling to develop key skills
- Differentiate the work so that it is more accessible (eg. simplify instruction giving, provide sentence starters and key vocabulary, use visual/auditory/kinaesthetic techniques to get the task across)

- Revisit key skills on a daily basis in different ways, so the children 'overlearn', and consolidate what they have learned;
- Buy, and use, specialist resources to support learning, eg. approved reading or number skills schemes
- Allow more thinking/processing time, and time for children to formulate responses

Behaviour:

This group can include those with withdrawn, disruptive or otherwise disordered behaviour such as ADHD.

- Talk with the parent(s), discover the history of the child, and share solutions
- Model appropriate patterns of behaviour to the children at all times
- Make special arrangements to accommodate the needs of this group, eg. sympathetic friendship grouping; quiet/own space within the room; a sanctuary space
- Give 'chances'
- Give the child space to talk about issues and feelings, explore and reflect on situations that have occurred, and develop coping strategies together
- Use peers to help resolve difficult situations
- Sensitively explore with peers the reasons behind particular behaviours (eg. through the use of stories and drama)
- Do not apply punitive sanctions when the behaviour is clearly involuntary
- Be calm and consistent when sanctions are applied, and explain your reasons clearly to the child
- Refer to the Learning Mentor for support sessions
- Refer to senior staff before 'crisis point' is reached
- Consult behavioural specialists on the Behaviour Management Team or other agencies such as CAMHS
- One to one EP support for parents who have concerns about behaviour management issues at home

Mr M. P. Tune - Headteacher

Next Review November 2017