



LYNCH HILL SCHOOL PRIMARY ACADEMY

DISABILITY EQUALITY SCHEME

1. School Ethos, Vision & Values

The school is committed to ensuring equal treatment of all its employees, pupils, parents / carers and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

This policy should be read in conjunction with the Equal Opportunity and Race & Cultural Diversity policies.

1.1 Values

Our vision statement clearly states that we aim to develop children :

- as independent, life long learners
- as responsible and caring members of the community
- as motivated individuals who strive for high academic achievement
- who have high self esteem, respecting themselves, others and the environment

In addition, Lynch Hill School promotes high achievement and learning for life, amongst other things, by :

- being effective in our teaching so as to develop a child's intellect, experience and imagination, and to create an awareness of moral values and sense of purpose.
- valuing every child as an individual with needs and aspirations who can make a distinct contribution to the life of the school

Our strap line '**Learning Together**' also endorses the principle that we welcome all children to Lynch Hill regardless of ability, religion, culture and we actively promote tolerance and understanding of differences between people.

We believe that each child will succeed at Lynch Hill, regardless of their starting point, because of the value we place on:

- quality experiences offered by a broad and balanced curriculum including the enriching opportunities of extra-curricular activities and visits

- an ethos of support, challenge and encouragement
- learning partnerships between school, home and the community
- rich, varied and up-to-date learning resources used to foster quality teaching and learning
- the high self esteem of the whole school community
- equal opportunity for all.

The success of our school very much depends upon our effectiveness in removing the barriers to learning for all pupils. Our inclusive ethos reflects a commitment to providing access to the life of the school for everyone, including the disabled.

We are committed to the three principles of inclusion that in planning and teaching the National Curriculum, teachers are required to have due regard to:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

For pupils with special educational needs, this means:

- Planning and assessment takes account of the type and extent of the difficulty experienced by the pupil
- Teachers take specific action to provide access to learning for these pupils by:
 - a. providing for pupils who need help with communication, language and literacy
 - b. planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
 - c. planning for pupils' full participation in learning and in physical and practical activities
 - d. helping pupils to manage their behaviour, to take part in learning effectively and safely
 - e. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

However, not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers at Lynch Hill take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.

Teachers take specific action to enable the effective participation of pupils with disabilities by:

- a. planning appropriate amounts of time to allow for the satisfactory completion of tasks
- b. planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- c. identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Above all, we are committed to equal opportunity for all. Our policies and procedures are clearly focused on outcomes for all pupils, in line with their potential and regardless of their starting point.

1.2 What do we understand by “disability”?

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.

The Disability Equality in Education (DEE) scheme 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.

This school therefore uses the social model of disability throughout our work which 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. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. This school recognises that social, educational and behavioural difficulties are part of this definition.

1.3 Schools Strategic Priorities

This scheme compliments the schools strategic vision for raising standards of achievement and aspirations for all our pupils. Failure is not an option for pupils attending Lynch Hill and our aim is that every child should reach their potential. Our strengths and areas for development in promoting disability equality are regularly reviewed and form the basis of our action planning.

2. The General Duty

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons –This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

(DDA 2005 S.49A)

3. How we will meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life.

We fully acknowledge our duties to all pupils who are defined by the DDA as being disabled and that we have a general duty to improve the accessibility for these pupils.

The DDA definition is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy where the effect of impairment on the pupil's ability to carry out normal day-to-day activity is adverse, substantial and long-term.

A common perception is that the definition of disability applies to a small group of people, commonly thought to be only those with a physical or sensory impairment. We recognise that it applies to a much larger group of people.

The purpose of this scheme is to avoid discrimination of these pupils, as far as reasonably possible. This includes anticipating future needs – removing or minimising the barriers that disabled pupils may face. This means that we :

- Do not treat disabled pupils less favourably
- Make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage
- Draw up plans to show how, over time, we will increase access to education for disabled pupils.

These actions may include some priorities to increase access to the curriculum, the physical environment and the provision of information. They include measures to increase participation.

3.1 The Plan

The plan has been developed in consultation with parents and pupils.

Links with other relevant legislation has been considered:

- The Children Act 1989
- The Education Act 1996
- The Disabled Persons Act 1986
- The Chronically Sick and Disabled Persons Act 1970
- The Mental Health Act 2000

Every aspect of school life is covered by the duties of DDA. Therefore Lynch Hill does not discriminate in relation to admissions, education and its related services or by excluding a pupil.

Admissions: The aspects of admissions covered by the duties are:

- Arrangements made for determining admissions of pupils to school, including over-subscription
- Refusal or deliberately omitting to accept an application to the school from a disabled person

Education and associated services: This is a broad term that covers all aspects of school life. The following list is not exhaustive:

- Preparation for entry to school
- The curriculum
- Teaching and learning
- Classroom organisation
- Timetabling
- Grouping of pupils
- Homework
- Access to school facilities
- Extra-curricular or enrichment activities
- School sports
- School policies
- Breaks and lunchtimes
- The serving of school meals

- Interaction with peers
- Assessment and exam arrangements
- School discipline and sanctions
- Exclusion procedures
- School clubs and activities
- School trips
- The school's working with other agencies
- Preparation of pupils for the next phase of education

Exclusion: We recognise that it is discriminatory to exclude a disabled pupil from the school for a reason related to the pupil's disability, which would be considered less favourable treatment than an able-bodied pupil. However, this may be justified if the circumstances are substantial.

3.2 Involvement of Disabled People in Developing the Scheme

Disabled pupils, staff, parents and disabled members of the community who may use school facilities have been involved in developing the scheme. We survey their views, discuss issues face-to-face and a designated Governor represents their views in developing the action plan, monitoring how the school carries out its duties and monitoring the progress of the action plan.

School records show all pupils with SEN and/or a disability and any actions taken to involve them and the outcomes that have been achieved. Regular DES Action Group meetings review the results of questionnaires, feedback from individual pupils and parents/carers etc and outcomes for pupils which informs our progress against our action plan

Action plans with definitive timescales are imperative as pupils and parents will need to know what will happen, how and when.

3.3 Developing a voice for disabled pupils, staff and parents/carers

This school recognises the range of barriers and discrimination faced by people in our school with a disability and sometimes they will have to do that bit extra to tackle these. We also need to keep including them by asking them what they want on an ongoing basis.

The duty requires us to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people.

We therefore encourage disabled pupils, staff and parents/carers to participate in public life particularly by being involved in the development and monitoring of both the scheme and the action plan.

3.4 The Governing Body

Governing body proceedings are accessible through the links provided by parent governors and opportunities to discuss issues with governors at governor surgeries, for example. School newsletters regularly publicise the

enormous contribution Governors make to the life of the school. The Governing Body actively encourages disabled parents/carers/community members to become governors.

3.5 Removing barriers

Our induction to school includes a review of each individual's needs (and their parent/carer where appropriate). A personal approach is made and Adjustments are noted and provided wherever possible; risk assessments are undertaken and staff deployed to assist where necessary. Our aim is to provide resources and make adjustments which will enable each individual independent access to what the school provides as far as reasonably possible.

3.6 Disability in the Curriculum, including teaching and learning

The school sees the development of positive attitudes throughout the school community as a priority in raising standards and aspirations. Lynch Hill is a UNICEF Rights Respecting School and believes self esteem work is fundamental to an effective curriculum. All aspects of the Every Child Matters agenda are fully addressed and disability, in all its forms, are discussed openly. Teachers address the needs of all pupils in their class and ensure that all are included and make good progress

3.7 Eliminating harassment and bullying

The school's Anti-Bullying Policy deals effectively with all kinds of bullying, harassment and intimidation. Everyone in the school has the right to be respected and valued regardless of their ability, background, gender, race, culture or sexuality.

The school is committed to ensuring equal treatment of all its employees, pupils, parents / carers and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

3.8 Reasonable Adjustments

The school actively seeks to accommodate the needs of individuals, declared or not, and will make reasonable adjustments to ensure accessibility and fair treatment in any procedures, practices and service delivery.

Risk assessments are undertaken for situations where the individual's needs stretch our capacity to make adjustments or where the safety and well being of the individual and others is put at risk.

3.9 School Facility Lettings

The school is available for use by the community through out Lettings policy. The building is fully accessible and disabled parking is available.

3.10 Information, Performance and Evidence

This falls into four broad areas:

- What information are you going to collect?

- How are you going to collect it?
- How are you going to analyse it?
- What are you going to do once you've analysed it?

The school gathers information about performance of the school on disability equality under the following headings:

a. Pupil Achievement

A register of SEN, medical and medical pupil needs is maintained. Regular moderation and tracking of all groups ensures that pupils failing to make expected progress are identified early.

b. Learning Opportunities

Specific opportunities are planned for different groups of children to ensure that every pupil can participate. Children with specific needs are actively encouraged to take full advantage of these opportunities. Adults with specific needs are equally provided for.

Examples of these opportunities are: links with Arbourvale School, Variety Club and Rotary Club trips, specific opportunities within the curriculum for disabled pupils.

c. Admissions, Transitions, Exclusions (including SEBD)

Exclusions and managed transfer data is monitored for an over-representation of any one particular group including disabled pupils. However, the school has not excluded any pupils in the last 2 years.

d. Social Relationships

The school uses pupil focus groups, Buddies and RRSA (Rights Respecting School Award) principles to improve social relationships between disabled pupils and also non-disabled pupils.

e. Employing, promoting and training disabled staff The school always interviews disabled applicants and will make appointments on merit.

Reasonable adjustments are always offered to disabled applicants even where none are sought. The school also acknowledges the demands on staff of caring responsibilities.

3.11 Impact Assessment

Our arrangements for assessing the impact of policies, procedures, functions and practices of the school on disability equality and improving these when necessary, are:

- Drop-ins
- Focus groups
- Feedback from pupils with a disability and also their parents and/or carers.

Outcomes may be obvious; however others may not appear noticeable, at first. This school seeks to always encourage, reward and praise those that participate and take advantage of the opportunities and support offered them. The impact is measured initially through improvements in their self esteem, confidence and their attendance; then through application, concentration and academic performance. The support provided to each pupil is regularly reviewed in the light of their achievement and progress.

3.12 Reviewing/Monitoring

The review and monitoring of this scheme and action plan will be overseen by the Governors' Pastoral committee each term

The scheme will be reviewed and publicly commented upon each year and revised at least every three years.

Jan 2015