



Corbridge C of E First School **Disability Equality Scheme**

Introduction:

Duties under Part5A 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; and
- Prepare and publish a disability equality scheme to show how they will meet these duties

This scheme sets out how the governing body will promote equality of opportunity for disabled people.

The governing body has outlined how it aims to increase access to education for disabled pupils in the School Accessibility Plan. This scheme incorporates the Accessibility plans proposals for disabled pupils'.

Vision and Values

The school is committed to ensuring equal treatment of all its employees, pupils 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.

1. Starting points

Definition of disability

The DDA 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.”

Physical or mental impairment includes sensory impairments and also hidden impairments. The definition is broad and includes children with a wide range of impairments, including

learning difficulties, dyslexia, autism, speech and language impairments, ADHD, diabetes, HIV or epilepsy. An impairment does not mean a student is disabled. It is the effect this has on their ability to carry out normal day-to-day activities. There is an overlap with SEN, but not all disabled students will have special needs, eg; those with asthma, heart problems, cancer etc. Not all SEN students have a disability e.g. some children have emotional and behavioural difficulties. A disabled child has SEN if they have a disability and a greater significant difficulty in learning than the majority of other children their age, and need special educational needs provision, in order to access the curriculum.

The disabled person has an impairment if there is a long-term and substantial effect upon their ability to do the above. The DDA identifies “substantial” as “more than minor or trivial” and “long-term” as a period longer (or is likely to be longer than) 12 months.

The purpose and direction of the school’s DES:

Vision and Values

Inclusion at Corbridge First is about providing equality and excellence for all, in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole-school policy – equality applies to all members of the school community, students, staff, governors, parents, carers and community members.

It is based on the core values, as expressed in the school’s Mission Statement.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, religion, language, disability, ability, sexual orientation, age and social circumstance. We strive to include and engage all students and to prepare them for full participation in a diverse society.

This school will take steps to:

- Promote equality of opportunity and access
- Promote racial equality and good race relations
- Oppose all forms of prejudice and discrimination
- Ensure students with a disability have access to the school buildings and to the curriculum

The General Duty

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- 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 favourable than other persons.
- (DDA 2005 S.49A)

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 and demonstrates how we are seeking to meet the general and specific duty, i.e; to produce a Disability Equality Scheme for our school.

How we have involved disabled people in the development of this scheme.

A key starting point was an analysis of pupil data to gain an understanding of the nature of the school population. The following questions were asked;

- Who uses our school?
- Who is disabled?
- Who might we expect in the future?

Contact was made with parents of disabled pupils, disabled members of the wider community, and disabled parents, who contributed to the scheme.

Involving disabled people enabled us to;

- Identify priorities
- Identify barriers
- Ensure that people with a diverse range of disabilities were considered
- Consider communication methods
- Plan for possible future needs

How we will gather information on the effect of our policies and practices

The governing body will review policy and practice as appropriate.

Removing barriers

The governors and staff are committed to removing possible barriers to daily access to school for members of the school and wider community.

Disability in the curriculum

Working with parents and external providers Corbridge First School aims to provide a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles of the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum.

The schools work on the development of a creative curriculum continues to be driven by these same underlying principles of responding to individuals needs and trying to overcome potential barriers to learning.

Future Planning

The school has good relationships with the feeder preschool and Little Tinklers nursery which help us to gain advance information about future pupils with a statement or disability.

These links also help us to be aware of the potential needs of disabled parents who may need specific support in order to be truly engaged in their child's education. We see education as a partnership between parents and school and make access for all a priority.

Main Priorities

1. Increasing the extent to which disabled pupils can participate in the school curriculum.

When appropriate school will need to:

- Plan carefully children's participation in outdoor activities so as to maximise the opportunities available to all pupils
- Risk assess visits outside school to enable participation of all pupils as far as is reasonable
- Inform visiting professionals to school of any information they need to know about children with disabilities so that they plan for their needs in advance
- Draw on the expertise of external professionals to maximise pupil access to activities e.g. speech and language specialists, physiotherapists
- Use ICT effectively to support pupils learning
- Have high expectations of all pupils
- Deploy learning support appropriately, through a provision management plan when appropriate, or on a 1-1 basis
- Ensure that support staff help pupils to develop their independence and promote social interaction
- Include the school SENCO in curriculum development plans
- Take account of time tabling issues arising from the provision of therapies and withdrawal sessions
- Group pupils effectively to aid access to learning, encouraging peer support

In order for these priorities to work effectively in practice we will ensure that:

- School SENCO has sufficient time to organise and monitor the provision mapping timetable
- All staff are aware of their roles and responsibilities
- Pupils are supported in peer group support work through the school PSHE programme
- Specialist advice and support is sought when necessary
- Parents are true partners in curriculum innovation

To enable disabled pupils to access activities beyond the school day we will:

- Make access to areas of use possible for all children
- Have access to disabled toilet facilities
- Provide coaches/providers with relevant information
- Encourage parents and staff to work together to decide when an activity may not be appropriate for their child

Eliminating harassment and bullying

The school has a detailed anti-bullying policy, in which it clearly details how discrimination, bullying, harassment of disabled children and adults will be dealt with.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

We will regularly monitor the following areas to ensure that we are aware of changes to the physical environment that may need to be made due to the needs of individual pupils:

- Lighting, signage, colour contrast, the acoustic environment, floor coverings
- Improvements to toilet/washing facilities
- Changes to the playground and other common areas
- The provision of ramps to doorways
- The width of door openings
- The provision of particular furniture and equipment to improve access
- Provision of quiet areas for pupils with autistic spectrum disorders

Funding for specific needs will be sourced as required, funding may come from a variety of different sources. The school is aware of the following possibilities:

- Devolved Formula Capital can meet the costs of some of the priorities
- Delegated funding can be used to meet the costs of particular equipment that may need to be provided for disabled pupils

The Governors will ensure that the cost implications of any alterations are fully understood and that the principles in the school Best Value Statement are upheld.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

This may include:

- Handouts, timetables, worksheets, notices, information about school events
- Teacher feed back, homework, assessment, marking

We will identify the need and take account of specific requirements e.g. Braille, large print, simplified language, a symbol system.

We will review our marking policy to ensure relevant feedback is available to all pupils.

When identifying an appropriate format we will take account of individual pupil's requirements. Preferences will be discussed with pupils and parents.

If specialist formats are required we will seek help from support services.

Reviewing/Monitoring

We are committed to a programme of self-evaluation and monitoring the effectiveness of the scheme will be part of this programme. Progress will be reviewed and commented on where necessary.

Dated Reviewed: Autumn 2020

Next Reviewed: Autumn 2023