



ST.GEORGE'S CATHOLIC PRIMARY DISABILITY SCHEME POLICY and ACTION PLAN

September 2013 – December 2016

This scheme and the accompany action plans set out how the governing body will promote equality of opportunity for disabled people and will include the reviewed and revised School Accessibility Plan.

Introduction

Duties under part 5A of the DDA 2005 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.**

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

Duties in Part 4 of the DDA 1995 require the governing body to plan (The Schools Accessibility Plan) 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 can take advantage of education and associated services;**
- **improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.**

1. Starting points

The purpose and direction of the school's scheme

1.1. The purpose of the school's scheme is to meet the duty to promote equality of opportunity for disabled pupils, staff, parents and other users of the school.

- **Establish with all staff overall vision of the duty to promote equality of opportunity for disabled pupils, staff and parents.**
- **Six elements of the duty are:**
 - **Promoting equality of opportunity**
 - **Eliminating discrimination**
 - **Eliminating harassment**
 - **Promoting positive attitudes**
 - **Encouraging participation**
 - **Taking steps to meet disabled people's needs, even if this requires more favourable treatment**

Action by SMT responsible for DES:

- **Raise awareness of 6 elements with all staff, governors, parents and pupils.**
- **Refer to 'Implementing the DDA in Schools'**
- **Ensure understanding of the broad definition of Disability within the DDA.**
- **Encourage disclosure of disability by pupils, parents, staff and other users of the school.**
- **Set up working party, membership to include;**
 - **SMT member**
 - **governor**
 - **parent with disabled connections**
 - **staff representative (with disability if possible)**
 - **SENCO**
 - **Informed by associate members e.g. pupils with disability/on school council.**

The Key Functions of the Working Party will be:

- **To ensure the involvement of disabled pupils, staff and parents;**
- **To arrange for the gathering of information.**
- **To consider arrangements for impact assessment.**

1.2. Involvement of disabled pupils, staff, parents and other users of the school.

The school will consider and plan to involve disabled pupils, staff, parents and other users of the school. The school will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

1.3. Information gathering.

The collection of information is crucial to supporting St. George's School in making decisions about what actions would best improve opportunities and outcomes for disabled pupils, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and help us identify which of our priorities have been achieved.

Identifying disabled pupils, staff, parents and other users of the school is key to the development of the DES.

Definition

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.'

Definition of the terms:

- 'physical impairment' includes sensory impairments:
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness:
- 'substantial' means 'more than minor or trivial': and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on 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;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Information to be gathered

- Recruitment, development and retention of disabled employees
- Education opportunities available to and achievement of disabled pupils
- Disabled parents carers and other users of the school (All efforts to be made to collect information)
- Premises related improvements needed informed by the Accessibility Audit.
- Make decisions on how the information is to be held in school.

1.4. Impact assessment.

Impact assessment refers to the review of all current and proposed policies and practices in order to formally assess their impact on disabled people. Impact assessments will be an on-going process to ensure that our policies and practices develop and evolve and will be incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duty to promote disability equality.

2. Identifying the main priorities for and deciding actions

The priorities for the Disability Equality Scheme action plan will be set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Some of the priorities identified will themselves be about:

- improving information;
- improving the involvement of disabled pupils, staff and parents.
- Improving the physical environment for disabled pupils, staff and parents.

3. Making it happen

3.1. Implementation

The scheme will be supported by detailed action plans and incorporated into our School Improvement Plan, with oversight of the governing body so that progress can be checked.

The Action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes criteria;
- clear timescales;
- a specified date and process for review

Our DES will incorporate the school's Accessibility Plan. The evaluation of the present plan will inform the action plan within our new Disability Equality Scheme.

We will evaluate the effectiveness of our scheme with our School Improvement Partner and Ofsted when the school is inspected.

3.2. Publication

The working party will decide how best to publish the DES either as a separate document or as part of the School Improvement Plan. We will provide a copy for anyone asking for it in a range of formats.

3.3. Reporting

We will report annually on the progress made on the action plan and its effect on policy and practice within the school. (Via the School Profile)

3.4. Reviewing and revising the scheme

As part of the review of the scheme, we will:

- revisit the information that was used to identify the priorities for the new scheme; and

- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision; how the school sets new priorities and new action plans for the next scheme. This process will continue to:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

The accessibility plan and the disability equality scheme will be planned and produced at the same time as one document.

The main documents that will inform the development of this scheme are:-

- Implementing the Disability Discrimination Act in schools and early years setting, DFES
- Promoting Disability Equality in Schools, DFES Guidance.

St George's Catholic Primary School Accessibility Plan

Priority	Action Required	Resources	Monitoring Lead	Success Criteria	Timescale
Identify pupils who have disabilities, including new entrants	Ensure current definition of disability is understood by all staff so pupils are identified and are not "missed out".	Data Parents/carers	SENCO	<ul style="list-style-type: none"> All staff has a clear understanding of current definitions of disability. 	On admission and on receipt of new information
Enable participation of all disabled stakeholders in all aspects of school life	Promote the inclusion of pupils with disability	Data is collected on participation	SENCO	<ul style="list-style-type: none"> Pupils with a disability are represented on the school council and are supported in articulating needs of all disabled pupils. 	Ongoing
	Pupils with disabilities and their parents/carers/stakeholders identify the barriers they face in participating in the school community.	Consultation with parents/external agencies	Governing Body HT SENCO	<ul style="list-style-type: none"> Consultation feedback identifies targets for plan. Prompt action is taken to remove barriers. 	Ongoing
	Audit participation of pupils with disabilities to ensure that they are able to participate in all aspects of school life, including extracurricular activities and identify any barriers	Data is collected on participation	SENCO, External Agencies	<ul style="list-style-type: none"> Records of participation are kept and monitored. Immediate action is taken to make "reasonable adjustments" for each pupil to remove any exclusion. 	Ongoing
	Monitor the physical access of disabled pupils into the school environment	See Accessibility Plan	See Accessibility Plan	<ul style="list-style-type: none"> See Accessibility Plan 	See Accessibility Plan
	Ensure recruitment policy considers all appropriately qualified people who have a disability and does not discriminate intentionally or unintentionally	Policy Written school statement	Governing Body HT	<ul style="list-style-type: none"> People who have disabilities are welcomed to apply for jobs and are able to state that they have been treated equally, regardless of outcome. 	Ongoing
	Information and advice is obtained from LA, external specialist and other agencies/schools on specific need, teaching and inclusion strategies as well as promoting good practice	LA Specialist agencies schools	Governing Body Headteacher SENCO	<ul style="list-style-type: none"> School is regularly consulting external agencies for advice and information to have the necessary knowledge and expertise to meet the needs of pupils with disabilities 	Ongoing
All staff able to deal with emergencies	All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in the use of specific medical equipment.	All staff	HT School Nurse	<ul style="list-style-type: none"> All staff are showing confidence and competence in dealing with emergencies and unforeseen developments 	Ongoing
Monitor how well pupils with disabilities are achieving academically and socially	Identify which pupils with disabilities are SEN and those who are not. Include personalised learning plans, as appropriate. All new staff to be aware of plan through induction.	DDA Equality Act 2010 Data	SENCO	<ul style="list-style-type: none"> Systems in place monitoring academic and social progression and differentiation. Parents/carers are involved in process. 	Ongoing

Priority	Action Required	Resources	Monitoring Lead	Success Criteria	Timescale
All Curriculum programmes, schemes of work and resources cater for the needs of pupils with disabilities to ensure achievement	All subject leaders monitor all programmes and resources to ensure they are fit for purpose. All new staff to be aware of plan through induction. Ensure teaching staff develop their knowledge of different teaching and learning styles	Training	Curriculum Committee Subject Leaders SENCO	<ul style="list-style-type: none"> All Curriculum programmes, schemes of work and resources cater for the needs of pupils with a disability without discrimination. Teaching staff show competence and confidence in using different teaching and learning styles. 	Ongoing
All school policies actively promote the educational opportunities, welfare and inclusion of all pupils with disabilities	All policies must be reviewed regularly and are the basis of good practice to meet changing needs, as required. All new staff to be aware of plan through induction.	All staff Staff/team meetings Staff handbook Parents/Carer School Website	Governing Body HT SENCO	<ul style="list-style-type: none"> All policies are constantly updated in response to changing needs. Cohesive and robust policies promote a framework of current good practice. 	Ongoing
Ensure all staff and stakeholders are aware of School Disability Equality Scheme Action Plan & Access Plan	Plan to be available to all staff and stakeholders. Implementation of plan to be discussed at staff meetings. All new staff to be aware of plan through induction.	All staff and stakeholders Staff Handbook	HT	<ul style="list-style-type: none"> All staff and stakeholders are implementing plan. 	September 2014 & ongoing
Eliminate all discrimination and harassment of disabled pupils/stakeholders	Strict reporting and recording procedures to ensure that pupils/stakeholders with disabilities are not being bullied or harassed. New staff to be aware of plan through induction.	Allocated time Systems in place Monitoring time Policies	HT, SENCO All staff Parents/carers	<ul style="list-style-type: none"> Incidents of discrimination and harassment are zero. 	Ongoing
Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics . Promote outside visits from disability groups or individuals.	Curriculum time Promotion of events	HT SENCO All staff	<ul style="list-style-type: none"> Pupils are demonstrating that they understand and have a positive attitude towards disability. 	Ongoing
All pupils take the responsibility of helping each other to achieve their goals	Identify good practice in other schools. Formulate plan to include peer support and learning partners in each class	Allocated time	W & I Leader All staff Pupil Voice	<ul style="list-style-type: none"> The school has an effective system of peer mentoring and support in line with mission statement. 	Ongoing
Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/notice boards/phone calls/texts/information sessions	Allocated time Planning	SENCO Office staff	<ul style="list-style-type: none"> The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. The school monitors all communication formats to ensure all stakeholders are able to receive information. 	Ongoing
Ensure ICT is appropriate for pupils with disabilities	Audit ICT provision. Provide training for staff to ensure they are confident in supporting pupils with disabilities to access resources, including ICT	Training ICT Resources	HT, ICT Leader SENCO All staff	<ul style="list-style-type: none"> School has an ICT policy and plan to benefit all pupils with disabilities Teaching staff are competent and confident in using resources 	
All Staff and Governors undertake training	Ensure adequate opportunity to enable all staff and governors to carry out current legislation and meet action plan.	Training	HT SENCO All staff	<ul style="list-style-type: none"> Staff and governors are being trained to support the diverse needs of pupils with disabilities. 	Three year plan

Priority	Action Required	Resources	Monitoring Lead	Success Criteria	Timescale
All staff make classrooms accessible	Ensure all classrooms are organised in accordance with pupil need. Ongoing training in disability awareness.	Allocated time Planning use of space	HT SENCO All staff	<ul style="list-style-type: none"> Effective learning environments for pupils with disabilities have been maximised through: <ul style="list-style-type: none"> Planning use/changing space Lesson observation Sampling lesson planning 	Ongoing
Consult with pupils with disabilities and other stakeholders about improving access to school building environment	Formal consultation process annually. Issues identified by the consultation are considered to ensure that improved access meets the needs of pupils with disabilities.	Premises budget School council	HT Governors Premises Manager	<ul style="list-style-type: none"> A formal process consults with all stakeholders. Consultation feedback identifies targets for plan to make "reasonable adjustments". Prompt action is taken to remove barriers Register of "reasonable adjustments" is maintained and consistently updated to improve access and safety 	Annually
Consult with pupils with disabilities and other stakeholders to ensure the whole school grounds and other provision used by the school are considered	Areas other than those identified by the consultation are considered to ensure that the development of the school grounds and other provision meets the needs of pupils with disabilities.	Premises budget School council	Governors' Finance & Premises Committee HT	<ul style="list-style-type: none"> A formal process consults with all stakeholders. Consultation feedback identifies targets for plan to make reasonable adjustments". Prompt action is taken to remove barriers Register of "reasonable adjustments" is maintained and consistently updated to improve access and safety 	Ongoing
Meet the requirements of current legislation in relation to access	The Premises committee complete an annual access audit and undertake "reasonable adjustments" to improve access and space	Premises budget	Governors' Finance & Premises Committee	<ul style="list-style-type: none"> "Reasonable adjustments" made within agreed timescale to improve access and space. 	Ongoing
Disabled parking and toilets	Keep under review the need for disabled parking. Continue audit disabled toilets.	Premises budget	Governors' Finance & Premises Committee HT Office staff	<ul style="list-style-type: none"> Parking and toilets are clear and accessible to all Signage has improved information and awareness Office checks with visitors before arrival if they have particular needs 	
Risk assessment enables pupils with disabilities to full access as far as possible.	Specialist advice sought. Training for staff in risk assessment for varied school activities to include: trips and extracurricular activities and trips and fire & emergency evacuation	Consultation and drafting of written risk assessments	Head H&S Coordinator & Governor EVC o-ordinator	<ul style="list-style-type: none"> All staff has been trained in risk assessment including extracurricular activities and trips and fire & emergency evacuation. Emergency procedures are in place and clearly understood by all. Have sound procedures in place for fire & emergency trips evacuation of people with disabilities from premises Physical environment is improved through constant monitoring 	July 2014

