

# **Preston Primary School**

## **Disability Equality Scheme**

**PRESTON PRIMARY SCHOOL**  
**DISABILITY EQUALITY SCHEME**

*Mission Statement*

*At Preston Primary School we welcome every child*

*Children are at the heart of our school and as such we provide a caring environment where everyone is special.*

*We nurture pupils to achieve fullness of life through discovering and developing their social skills, academic and wider talents and by putting before them challenging and realistic goals.*

*We attach a high priority to the strong links between school, home, Governors and the wider community.*

*We promote an attitude of mutual respect and responsibility within a welcoming, attractive and stimulating environment.*

At Preston Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff, parents 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. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Preston Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

**The Disability Equality Duty (DED)**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with 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.

### **The General Duty**

The Disability Discrimination Act 2005 places a general duty on schools, to have due regard to the following when carrying out their functions:

- Promoting positive attitudes towards disabled people;
- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Encourage participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.
- Conducting impact assessments.

### **Monitoring**

To meet the requirements of the Disability Equality Duty it is essential that we monitor aspects of school life and identify whether there is an adverse impact on children with disabilities. At Preston Primary School we will monitor:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

### **The Specific Duties**

Involve the school in publishing a Disability Equality Scheme which demonstrates how we intend to fulfil our general and specific duties.

By implementing this approach we hope to:

- Promote ongoing involvement of disabled people in the scheme;
- Evaluate the school's method for impact assessment;
- Evaluate our arrangements for gathering information in relation to employment, education and service delivery;
- Deliver the scheme within three years, unless unreasonable or impractical to do so;
- To report on the implementation of the scheme every year and review the scheme at least every two years.

### **Our School**

Preston Primary School provides a safe, happy and ordered environment for its pupils. We welcome all children and celebrate our diversity. We aim to provide the best possible support to enable every child within the school to reach his / her potential, whatever their ability. We are known within the Local Authority as a school that promotes inclusion and were the first within the L.A. to receive the Inclusion Quality Mark. There is a high level of expertise among staff and within the Governing Body regarding disability. Our Accessibility Plan is reviewed annually to ensure that we are making our school as accessible as possible to pupils, staff, parents and other school services.

In accordance with the Disability Discrimination Act, we have an Accessibility Plan (Appendix B) in place which outlines proposed improvements over the next three years. The school is fully accessible with ramped entrances, disabled parking, an accessible play area, a library which houses a wide variety of inclusive books, an audio centre and tapes / CD's, an ICT Suite with adjustable workstation and specialised hard and software, a hearing 'Loop' system within the new school hall as well as school signs which meet the needs of visually impaired pupil and adults. Individual children's needs are met through a wide range of specialist equipment in school. e.g. Numacon

We currently have four children in school who would qualify as being disabled.

### **Involvement and Consultation**

At Preston Primary School we have consulted with disabled pupils, staff, parents and service users in the development of our Disability Equality Scheme. By so doing we aim to determine their priorities for the school with regard to disability equality over the next three years via:

- A Working Party of staff, parents & governors;
- Questionnaires to specific adult groups;
- Questionnaire to all pupils presented by the School Council

### **The Roles and Responsibilities for Implementing the Disability Equality Scheme are as follows:**

#### **The Head Teacher will:**

- ensure that staff and parents are informed about the Disability Equality Scheme
- ensure that the scheme is implemented effectively
- manage the day to day issues arising from the scheme whether for pupils or the school as an employee
- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the scheme so that the school's actions are in line with the best advice available
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the scheme
- ensure that the SMT are kept up to date with any developments affecting the policy / action plans arising from the scheme
- provide appropriate support and monitoring for any pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as C.E.S.C

#### **The Governing Body will:**

- designate a Governor with specific responsibility for the Disability Equality Scheme
- establish that the action plans arising from the scheme are part of the SIP
- support the Head Teacher in implementing any actions necessary
- evaluate and review the scheme every two years

**The Senior Management Team will:**

- have general responsibility for supporting other staff in implementing the scheme
- provide a lead in the dissemination of information relating to the scheme
- identify good quality resources and CPD opportunities to support the scheme
- with the Head Teacher, provide advice / support in dealing with any incidents / issues
- assist in implementing the scheme as detailed in the SIP

**Parent / Carers will:**

- have access to the scheme
- be encouraged to support the scheme
- have the opportunity to attend any relevant meetings / awareness raising sessions related to the scheme
- have the right to be informed of any incident related to the scheme which could directly affect their child

**School Staff will:**

- accept that this is a whole school issue and support the Disability Equality Scheme
- be aware of the Disability Equality Scheme and how it relates to them
- make known any queries or training requirements

**Pupils will:**

- be made aware of any relevant part of the scheme, appropriate to age and ability
- be expected to act in accordance with any relevant part of the scheme.

**Making things happen:**

In order to ensure that action is taken to meet the Disability Equality Duty, Preston Primary School has drawn up an action plan (Appendix A) which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and includes examples of good practice.

**Promoting equality of opportunity between disabled people and other people:**

- Increase awareness of the ways in which parents of disabled children can help to support their learning, e.g. workshops;
- Ensure that the talents of disabled pupils are represented accordingly through Gifted & Talented Registers.

**Eliminating discrimination that is unlawful under DDA and harassment of disabled people that is related to their disability:**

- Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders;

- If incidents do occur address them as a whole school issues through assemblies and circle time.

Promoting positive attitudes towards disabled people.

- Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
- Celebrate and highlight key events such as Paralympics, Deaf Awareness Week and Learning Disability Week;

Encouraging participation in public life by disabled people:

- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the School Council.

This Disability Equality Scheme has been agreed through consultation with the aforementioned parties.

It was approved by the School Improvement Committee January 2009 and will be reviewed in November 2010 and every two years thereafter.

Shirley Winters  
Head Teacher

Kerry Stockley  
Designated Governors