

Marner Primary School

Disability Equality Scheme 2013

Marner Primary School welcomes its general responsibilities under the Equality Act 2010 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.

School Ethos, Vision and Values

At Marner 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, where there is supporting evidence.

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.

Definitions of Disability

At Marner Primary School we promote disability equality and prepare all our young people for life in a diverse society. The term 'disabled' refers to 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'.

The Disability Discrimination Act (DDA) describes two broad types of impairment:

- 'physical impairment' which includes sensory impairment;
- 'mental impairment' which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

An impairment in itself does not mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that have to be considered. The test of whether impairment affects normal day-to-day activity is whether 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;*
- *perception of the risk of physical danger*

At Marner, children at School Action Plus (with impairments such as severe dyslexia and speech and language difficulties) 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.

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.

Governing bodies (under Part 5A of the DDA) are required to;

- 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 their ability to carry out normal day-to-day activities.
- promote equality of opportunity for disabled people: pupils, staff, parents, carers, and other people who use the school or may wish to:
- prepare and publish a disability equality scheme to show how they meet these duties.

Duties in Part 4 of the DDA also require the governing body 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.

In summary, we strive wherever possible to make reasonable adjustments for people with disabilities. Certain things fall outside of the school's financial remit, such as substantial building works and the provision of physical aids. These would be funded externally, but we would do all we could to facilitate the process so as to increase access.

Our Disability profile

In accordance with the DDA definitions of disability and our assessment of individual cases, the following data has been produced to outline our profile of disability.

8.6% of our children are described as having a disability that is also a Special Educational Need.

Of this group;

12% are on the Autistic Spectrum

62% have a moderate to severe speech and language disorder

10% have significant learning difficulties

12% have a mild to moderate hearing difficulty

4% have physical difficulty

How Disabled People have been involved in the Scheme

Marnier 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:

Pupils:

We have identified our disabled pupils.

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.

Staff:

We have asked all staff to state whether or not they consider themselves to be disabled. Three did: the nature of the disability was declared as; one with learning difficulty, one with mental health difficulty, one with mobility difficulty. We also asked staff to identify any barriers that affect them and how we can plan to overcome them. No current barriers were identified.

Three members of staff did not consider themselves disabled because it was being managed, although they did have one of the stated disabilities that did impact long term on their ability to carry out day to day activities; two with impaired mobility in upper limb or back, one with asthma.

Parents/Carers

We received 12 replies to a questionnaire sent to all parents/carers in July 2012. Two parents/carers identified themselves as disabled. Two had asthma. Hearing and visual impairment was also highlighted. 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.

Governors

In the academic year 2012-2013 we will produce a questionnaire for all governors, asking them to identify any barriers and suggest reasonable adjustments.

Members of the Local Community

In the academic year 2013-2014 we will produce a questionnaire for all groups which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments. Key issues will then be incorporated into our action plan.

How we gather 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 Marner, 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 short listed 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 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 remains 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.

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 on going.

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.

Review Date: July 2014

Senior Member of Staff Responsible: Mary Todd

Designated Member of Staff: Marian Page

Governor Responsible: