

Disabilities Equality Scheme

Definition:

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term, adverse effect on his or her ability to carry out normal day-to-day activities.

Disability Act Code of Practice

School will refer to and comply with the Disability Discrimination Act 1995: Part 4. The new duties:

‘provide protection for disabled pupils by preventing discrimination against them at school on the grounds of disability.’

Discrimination is regarded as:

Treating a disabled pupil or prospective pupil less favourably.
Failing to make reasonable adjustments.

Rationale

We believe that:

Every pupil has a right to a broad and balanced curriculum.
It is the responsibility of all teachers to help each pupil reach their own potential whatever their needs.
All pupils should be valued for who they are.
Pupils with disabilities should be provided with appropriate support and resources to enable them to benefit fully from mainstream schooling.
The school environment should be as accessible as possible.

Aims:

To make everyone, staff, pupils and families, feel respected and valued
To see differences between people as a source of richness and diversity
To recognise that everyone has rights and deserves to be listened to
To increase participation in the curriculum and community of the school
To reduce barriers to learning and participation
To have high expectations of all our pupils and foster dreams and aspirations
To recognise all types of achievement

Practice:

On admission if a pupil has a medical condition or physical disability there will be prior consultation between

- parents/carers,
- school staff,
- the Local Education Authority and the Health Authority

-in order to ensure that the pupil’s welfare and needs are met effectively

If a pupil has a medical need then a care plan may be in place

If a pupil has special educational needs then their needs will be assessed and the SEN Policy will be adhered to

Outside support agencies’ advice will be considered and acted upon

School staff will endeavour to:

- Raise whole school awareness of a range of disabilities.
- Promote positive images of people with disabilities.
- Promote a caring ethos where problems can be discussed and resolved.
- Deal with any form of discrimination effectively.
- Seek the views of pupils with disabilities.
- Liaise closely with parents/carers.
- Draw on the expertise of outside support agencies where appropriate.
- Make use of specialist equipment and resources where appropriate.
- Ensure lessons are accessible to all pupils.
- Have high expectations of all pupils.
- Use assessment that encourages the achievements of all pupils.
- Plan extra-curricular events and school trips well in advance to ensure access for all pupils.

Monitoring

Curriculum Coordinators will monitor their own subject areas paying close attention to:

- Policy
- Planning, teaching and assessment
- Resources

The Head Teacher, Mrs Adams, and Inclusion Manager, Mrs Douglas, will ensure that the school's Equality Policy, SEND Policy and Disabilities Equality Scheme & Accessibility Plan are in place and reviewed on a regular basis. Objectives will be set to improve access to:

- the physical environment
- the curriculum
- information

An appointed Governor, takes a particular interest in and closely monitors the school's work on behalf of pupils with a disability

Evaluating Success

The Disabilities Equality Scheme & Accessibility Plan will be reviewed on an annual basis to keep up with any changes in legislation and to review the effectiveness of procedures.

The success of the policy will be measured by the progress and well-being of all groups of pupils. The following will be taken into account:

- the pupils' achievements, attainment and progress
- the pupil's participation in school life
- behaviour and safety

Other related documents:

- Equality Policy
- SEND Policy
- Behaviour Policy
- Curriculum Policies
- Safeguarding Policy

Pupil information:

The following documents in school hold pupil information:

- SEN Register
- SEN Register Analysis
- Year Group SEN Information Sheets
- Children in Care Register
- Class Disability/ Medical Registers

SEN Register Analysis : Spring 19

Total number of pupils on roll: 599

Pupil Special Educational Needs (SEN) Provision [figures as at January 2019]		
	Number of pupils	Percentage of school population
SEN Support [K]	85	14.1%
SEN Support [K+]	43	7.1%
Education Health Care Plans	7	1.1%
Total SEN	135	23%

	Year 3	Year 4	Year 5	Year 6	Total
K	23	23	22	17	85
K+	14	13	11	5	43
EHC	0	1	2	4	7
	37	37	35	27	135
Total number of pupils in whole school:					
Total of pupils with SEN: 135 [23%%]					

Speech & Language, Communication & Interaction Needs		Cognition & Learning			Social, Emotional and Mental Health Difficulties	Physical/ Sensory				
ASD	SLCN	MLD	SLD	SPLD	SEMH	HI	VI	PD	PMLD	OTHER
3	32 [12]	78 [28]	3[2]	4	8 [10]	1	0	5[1]	0	2
<i>Figures in brackets [] are secondary needs.</i>										

Pupils with disabilities January 19

Number of pupils with diagnosed disabilities:

There are pupils at our school with different types of disabilities and these include:

- visual and hearing impairments
- mobility difficulties
- Autistic Spectrum Condition
- ADHD
- Down Syndrome
- Muscular Dystrophy
- A range of severe medical conditions [pupils with Care Plans]

Involvement:

Staff:

Staff discuss matters of special educational needs and disability at Year Group Meetings on a regular basis
The SEN Team meet on a regular basis
There is a weekly Children of Concern Meeting

Pupils:

Pupils' general views are ascertained through PCSHEE and Well-being lessons, by an annual pupil questionnaire, Pupil Voice and through the Junior Leadership Team [school council]
Pupils are involved in setting their own targets, Personal Education Plans, Pastoral Support Plans and Annual Review meetings

Parents/carers:

Parents/carers' general views are ascertained by an annual questionnaire
Parents/carers attend open evenings and information sharing meetings
A parent/carer Special Educational Needs and Disability [SEND] support group meets termly and contributes to policy
Any special requirements relating to SEND are ascertained during new admissions meetings and through the transfer process
The Family Workers provide drop-in sessions
There are a number of family learning workshops coordinated by the Family Workers

This policy will be monitored and reviewed by the Governing Body on an annual basis.

Policy updated: April 2019

Staff responsible: Sylvia Douglas

This policy was ratified by the Governing body on: 1st May 2019

Signed on behalf of the Governing Body: _____(signature)

_____(printed)