



Disability Equality Scheme.

Colby School Disability Equality Scheme

Colby 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.

Our ethos of “Everyone Learns, Everyone Leads and Everyone Matters” is followed in all aspects of school life.

Colby School will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

This policy links with the following policies:

SEND Policy
Positive Behaviour Policy
Safeguarding Policy
Anti Bullying Policy
Accessibility Plan

What do we understand by “disability”

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 part 1 para 1.1)

This definition was amended and broadened in December under the 2005 Disability Amendment Act: People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis. For a mental impairment the need for it to be clinically well recognised has been removed.

Colby School has a clear emphasis on inclusion and equality. Disability Equality is promoted in the school through PSHE lessons, assemblies, School Council meetings and in the school’s day to day running and organisation. We have very few children with a disability. For this reason we feel it is even more important to include lessons with the focus of disability equality to ensure there is not a lack of understanding caused by unfamiliarity. Children are taught about successful disabled athletes and artists, for example. Any opportunities to promote Disability Equality through discussing news events or current affairs are taken.

We will actively seek to:

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

How we will meet the General Duty and Specific Duty:

The production of this Disability Equality Scheme (agreed in 2007) provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty ie to produce a Disability Equality Scheme for our school.

We ensure that all children can participate in a broad and balanced curriculum, lunchtime activities, school plays, trips out, PE lessons and a wide range of practical activities, including extra-curricular opportunities. Regular assessment takes place to ensure that disabled equality is embedded in our school and this Disability Equality Scheme is reviewed by governors annually, or more often if amendments are made.

The duty requires us to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people. It's important to continue to listen to pupils / staff with disabilities and take account of what they want and need on an ongoing basis – this happens regularly in Communication Passport meetings or Staff Meetings / Performance Management.

At Colby School children with disabilities have their support planned on an individual basis. Care is taken to ensure that our curriculum, learning breaks, lunchtime play access, school trips etc. are planned to allow access for any child with a disability. This includes making any reasonable adjustments to provide additional teacher / teaching assistant support, an individualised timetable / curriculum or delivering activities in small groups to provide a higher ratio of staff support.

Extra transfer visits can be arranged to support the transition of pupils with a disability or special educational needs in preparation for their move to High School.

Exclusion figures will be scrutinised to consider all of the different pupil groups including children with a disability.

The school's Accessibility Plan aims to make the school more accessible to all members of the school and community.

The Disability Equality Scheme and Accessibility Plan should be read alongside each other.

It is the statutory duty for maintained schools to have in place an Accessibility Plan.

An Accessibility Plan can be divided into three strands:

- increasing the extent to which disabled pupils can participate in the school curriculum,
- improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services; and
- improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled.

THE PLANNING DUTY

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

Curriculum access should be considered at a 'whole school' level. The school aims to provide additional provision, where required, for disabled pupils. We already provide additional provision to enable pupils with learning difficulties to access the curriculum through the SEN Framework and this will cover many disabled pupils.

The school uses a variety of approaches when planning and delivering the curriculum to draw on the different strengths and aptitudes of the pupils. These may include the use of flexible grouping arrangements including ones where pupils with disabilities can work with their peers, using a buddy or mentoring arrangement.

The school also recognises the necessity of staff training needs. Relevant staff training and development is fed back to the whole staff at regular meetings.

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

The school is continually viewing ways to improve the physical environment within the resources available. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gate, toilets and washing facilities, lighting, heating, ventilation, signs, interior surfaces, floor coverings, room décor and furniture. Improvements to physical access might include – ramps, handrails, widened doors, adapted toilets and washing facilities, adjustable lighting, blinds and way-finding systems. The school considers accessibility in all purchasing decisions.

Improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled.

Colby School is aware of the need, should it arise, of producing and providing the written material usually provided for all pupils in a format more accessible to disabled pupils.

Evaluation of the Plan.

The Accessibility Plan is evaluated on a regular basis to determine whether goals have been achieved within the timescale and to evaluate new targets and goals for the coming period.

Contextual Information

Colby Primary School has been in its current location since 1880.

All class-rooms are on the ground floor. The staff room, Headteacher's Office and Office are on the first floor, accessed by a small staircase.

A disabled toilet is available on the ground floor.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities including moderate and specific learning disabilities.

We have a small number of pupils who have hearing impairments or visual impairment. We have a Caretaker with significant visual impairment.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

The Disability Discrimination Act (DDA)

From September 2002, it is unlawful for schools to discriminate against disabled pupils in their admissions and exclusions, education and associated services.

Schools must:

- not treat disabled pupils less favourably; and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

- **Bibliography.**

Accessible Schools: Summary Guidance.

Ref: DfES/0462/2002

Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils.

Ref: LEA/0168/2002

Disability Discrimination Act – application to schools

Ref: MI 29/03