



Disability Equality Scheme Disability Participation Strategy Disability and Accessibility Strategy

These policies meet the statutory requirement for the provision of the Disability Discrimination Act, 2005 and Publication of Equality Information and Objectives (Public Sector Equality Duty)

Date approved: May 2015
Date of Next Review: May 2018



Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Valuing diversity is central to achieving the overall aim of Wildmoor Heath School in ensuring that all children are the best they can be within a caring, stimulating environment.

In developing this scheme, we have been reviewed the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be tackled. We will continue to implement the Disability Equality Scheme so that we meet the obligations placed upon us by the Disability Discrimination Act. We continue to use it to make real and tangible changes to how we conduct our business that will make a positive difference to the lives of disabled people. Promoting disability equality in Wildmoor Heath School is a continuous process, being undertaken in partnership with the wider community and disabled people themselves.

Grant Strudley
Headteacher

Karen Roche
Chair of Governors



Duty to promote disability equality

The Disability Discrimination Act 1995 was a landmark in equality legislation, making it unlawful to discriminate against someone because of his or her disability. It also required organisations to make 'reasonable adjustments' so that a disabled person could take a job, continue to work for an organisation or access services.

The Disability Discrimination Act 2005 amended the 1995 legislation. It introduced the duty to promote disability equality, which partly parallels the duty to promote race equality introduced under the Race Relations (Amendment) Act 2000. The duty to promote disability equality contains two elements- a general duty for all public bodies and a specific duty, which applies to a more limited number of specified public authorities, including maintained schools. The Code of Practice produced by the Disability Rights Commission (DRC) states that the "overarching goal of the duty is to promote equality of opportunity". In many cases the disadvantage and discrimination that disabled people experience arise from attitudinal and environmental barriers. The duty to promote disability equality aims to overcome these barriers.

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 in the wider community and in the non-educational services they might provide.

This Scheme forms our accessibility plan and develops our work further to include:

- A definition of both disability and inclusion that is wider than special educational needs and applies to all vulnerable groups
- Taking a proactive approach in making reasonable adjustments
- Work with pupils, staff and parents/carers
- Involving the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan.

The general duty

The general duty to promote disability equality places a duty on all public authorities, when carrying out their functions, to have due regard to the need:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life



- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The Specific Duty

The specific duty requires a designated public authority (which includes schools) to produce and publish a Disability Equality Scheme (DES), setting out how it will fulfil its general and specific duties to promote disability equality. Disabled people must be involved in the development of the Scheme. The Scheme should last for three years with annual reviews of its progress.

Our Vision

At Wildmoor Heath we believe that everyone, regardless of age, race, gender or disability, is welcome and is encouraged to participate in the life of our school.

Who do we mean by 'disabled people'?

The Disability Discrimination Act 1995 definition of a disabled person is someone who has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities. This includes hidden impairments, such as mental illness, dyslexia, autism, speech and language, attention deficit hyperactivity disorder (ADHD) diabetes or epilepsy. Substantial means 'more than minor or trivial' and long term means lasting or expected to last twelve months or more.

Disability is said to have an adverse effect if it effects on one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, e.g.



- The time and effort that might need to be expended by a disabled child
- The inconvenience, indignity or discomfort a disabled child might suffer
- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

Another way of considering whether particular special educational needs are disabling is illustrated in the table below:

	Physical, hearing, vision	Speech comprehension	Learning	Perception of risk or danger
Autistic spectrum		•	Some	•
Behaviour		Some	Some	•
Dyslexia-type Needs			•	
Other learning needs		Some	•	Some
Physical sensory	•	Some	Some	Some

The number of disabled children and young people across England has been estimated as between 7% and 12%. The school has 5 disabled children on roll. Although disability and special educational needs are not the same thing, the latest PLASC return for our school, showed 8% as having special needs. The school governing body and senior managers collect information regarding staff and pupil headcount by gender, disability, age and ethnicity, including data and other information on staff recruitment and progression. The school seeks to collect this information sensitivity and confidentially, while encouraging disclosure.

Discrimination and disabled people face

Disabled people are discriminated against in a number of different ways. These include;

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designated to take account of the needs of disabled people.



Action to date

Our Disability Equality Scheme will continue to take a fundamental step in removing any of these discriminatory barriers for disabled people in our school. The Scheme will build on what we have already done to promote equality for disabled people.

Our Accessibility Plan aims to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of our school to increase opportunities for disabled pupils and adults.
- Ensure that disabled children are provided with information in formats that are accessible for them.

Our Equal Opportunities Policy aims to ensure that cultural diversity is embedded in the curriculum, that staff are trained to handle ethnicity issues sensitivity and that all racist incidents are reported. Recent action includes:

- The school is aware that in some cases reasonable adjustments will need to be made. These could include a parent/carer accompanying a child on a trip/visit, allowing some pupils to remain indoors for some playtimes.
- The school does have disabled access, through the hall door, the front door, the Key Stage 2 cloakroom door, the entrance into the lower school and the Foundation Unit. Yellow lines are on steps for the visually impaired. Hand rails were recently installed on all internal stairs.
- An accessible toilet and shower was built for child / staff / visitor use between Year 1 and F2.

Involvement

- Staff regularly work together to discuss ways in which the school can further develop access for all the pupils. Pupils are consulted as to their views; outside agencies gave advice and recommendations.
- The plan will continue to be monitored by governors and staff each year. The scheme will be reviewed every three years.
- The SEN Governor will be part of any monitoring/review process undertaken.
- The school's anti-bullying and behaviour policy deals with bullying of all types. Discrimination, harassment of disabled pupils will be dealt with in line with this policy and the behaviour policy.



Monitoring the performance of the school

- The school uses the RAISEOnline data to show progression of all pupils, regardless of disabilities. Positive discrimination is made to enable some pupils (when appropriate) to take SAT tests.
- Advice is sought to ensure that all pupils are able to move to the most appropriate secondary setting available.
- The school does not appear to have a staff group that is representative of the school community.

Impact assessment

Wildmoor Heath School recognises the importance of assessing the impact of its current policies and practices on disability equality, in order to ensure that they do not have an adverse impact in its disabled stakeholders and to inform future planning.

The school recognises that the Disability Equality Scheme is a working document and therefore one which will be subject to review, alteration in response to the school's impact assessment and the views expressed by stakeholders, and will be used to drive forward the promotion of disability equality.

Implementation

This Disability Equality Scheme represents the school's vision backed up by the key actions which will be carried out within the next three years. There will be:

- Clear allocation of lead responsibility-head teacher, SEN Governor and SENCO
- Clear allocation of resources when appropriate and/or available
- Indications of expected outcomes
- Clear timescales
- Specified time-scale for process and review

The school will review the scheme annually evaluating the progress made.

This scheme will run alongside the school's Access Plan and form part of the SDP and Equal Opportunities Policy.



Disability Participation Strategy

A review of curriculum participation took place during the Summer Term 2013-14.

Current	Further action
Behaviour	
Safe places identified	
Work differentiated	
Adequate staff and training	
Visual timetables and signals	
Behaviour policy – recognition, clear boundaries and consequences	
Visual	
Acetate strips (Dyslexia)	
Specific equipment for VI child, including camera, individual laptop, iPads	Audiobooks
Visualizers in each classroom	
High definition, height adjustable screen in hall	
Blinds in hall	
Use enlarged fonts and colours	
Children sitting where they can see in classroom	
Physical	
	Ensure enough space on table, enlarged fonts/lined books etc
Pencil grips and pens	
	Foot rests and seats, size of chairs and tables
If not able to take part in PE – ensure children involved/engaged with lessons	Use for peer assessment Coach, look for good examples
	Display boards at child height for interaction
Access around classroom	Rearrange equipment, seating if necessary
Accessible Toilet and Shower	
Hand rails installed on internal steps	
Hearing	
Radio aids	Buy splitters to connect radio aids into laptops Check right channel for assembly Use cordless mics for assembly
Phonic groups taking place	
Children sitting where they can hear in classroom	
<i>Situations where no aids worn</i>	
Playground	Staff training eg child can't hear if not facing, ensure child attention is focused first
Swimming	Swimming teacher aware Observed by adult
Fire alarm	Adult to be assigned for fire drills Look into flashing lights for rooms/toilets



Disability and Accessibility Strategy

A review of all areas of the school took place during the Summer Term 2013-14.

Current	Further action
Internal access between the upper classrooms, the hall and the lower classrooms is unable to be addressed	A covered walkway to be constructed as and when the need should arise. If a child or adult was unable to negotiate the steps, the school the necessary funding would be sought from various sources
A hearing loop system is available in the hall	Replacement as necessary Use of 'master' radio aid in assemblies Use microphones in class assemblies
Internal steps are highlighted	Highlight steps to staffroom
	Paint door handles of front door in contrasting colour
Radio aids used in connection with laptops and interactive whiteboards	
Ceilings tiles to improve quality of sound	Check in all classrooms needed
Staff using contrasting fonts/background on IWB	Training Screen resolution for equipment users Use contrast paper/font, investigate books with coloured paper
IWB	Check/adjust height
	Check tables/chairs correct height for children Foot stands for children Table rests
	Emergency exit signs at child height

See also: Asset Management Plan and See School Building Conditions Survey