

Wellesley Primary School

Disability Equality Policy and Scheme

1 School ethos

As a school we are committed to ensuring equal treatment of all our employees, pupils and any others involved in the school community, regardless of ability/disability. We will ensure that neither able-bodied nor disabled persons are treated less favourably in any procedures, practices and aspects of service delivery. We believe that this commitment will help reinforce our commitment to improving performance of all pupils, and being a school where all are included. This school will not tolerate harassment of people based on their disability.

2 Guiding principles – The Social Model of Disability

We believe that being disabled is a social issue and that impairment causes an individual to be disabled because of the social, attitudinal and environmental barriers that the individual faces. Our efforts will be focused on removing these barriers.

We are guided by the following principles:

- Anti-discrimination – so that disabled people do not face discrimination arising from bad practice.
- Equality of opportunity or making things fairer – for disabled people in every aspect of their contact with Wellesley Primary School.
- Increasing the independence and choices that disabled people have.
- Involvement in decision making – so that disabled people and/or their advocates are consulted before decisions which affect them are made.
- Recognition that a disabled person, like all others, has his or her own needs, abilities, human rights and responsibilities.
- Inclusion – such that all school provision is acceptable and offers choice.

3 The Duties

The Equality Act 2006 created the Disability Equality Duty for all public sector bodies including schools. The Disability Equality Duty has two parts to it, the 'general' duty and the 'specific' duty.

The General Duty

We will actively seek to:

- Eliminate unlawful discrimination and harassment.
- Promote equality of opportunity between disabled and other people.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

The Specific Duty

We will:

- Publish a Disability Equality Scheme with an action plan as a result of involvement of stakeholders

- Assess the impact of all school functions on disability equality
- Monitor employment and delivery of all functions with respect to disability equality
- Publicly report on progress every year
- Fully review and revise the Scheme every three years

4 How we will meet the legal requirements

The Disability Equality Scheme sets out our overall objects, principles and commitments to disabled people. The production of this Disability Equality Scheme 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.

5 Our commitment to Disabled people

We will work to reduce disadvantages, discrimination, and inequalities of opportunity and promote diversity in terms of our learners, our workforce, the community and partners we work with and the services we deliver.

Our key actions are as follows:

We want disabled people learning, working and visiting Wellesley Primary School to be enabled to participate fully. We will work towards this by:

- Removing barriers and changing attitudes that prevent disabled people from getting access to education, employment and services provided by Wellesley Primary School.
- Promoting Disability Equality at all levels within the school.
- Working together with disabled people, organisations of disabled people and disability access groups to achieve equality of opportunity.
- Involving disabled people on employment matters and the services we provide.
- Training our own employees on a regular basis, so they are aware of and have the skills to take positive action in removing barriers placed in the way of disabled people by society.
- Creating a school culture where harassment and discrimination against disabled people is unacceptable and will be stopped.
- Creating a culture where learners/parents/carers feel able to declare their disability so that accurate information available to help us look at such things as reasonable adjustments, priority areas and targets for improvement.
- Act as an example of good practice to other organisations.

6 Providing access to Wellesley Primary School for all users

We aim to remove barriers to obtaining school service and will seek to ensure that the services provided are those that are required.

We are committed to do this by:

- Providing education and services fairly to all disabled people
- Involving disabled people appropriately about their requirements, their level of satisfaction with the services they use and seeking their views on how new facilities are provided or designed.
- Providing information about our service clearly and in a variety of formats accessible to disabled people.

- Work with our partners to take similar initiatives.
- Monitor our performance against agreed measures of success, seek continuous improvement and report annually to the Governing Body.
- Monitoring and checking complaints.

7 Wellesley Primary School as an employer

To build on our commitment to disabled people by:

- Encouraging applications from disabled people and ensuring that the application, short-listing and interviewing process gives them equal opportunity.
- Ensuring that all reasonable steps are taken so that the working environment does not prevent suitable qualified disabled people from taking up or staying in employment in the school
- Ensuring all disabled employees have the same opportunity to develop with the workforce.
- Making every effort that any employee that becomes disabled stays in employment and is supported in maintaining a role appropriate to his or her experience and abilities.
- Offering training in disability awareness throughout the school.
- Provide a consultative and contributory forum for disabled learners and employees to improve provision.

8 Involvement of all stakeholders (able bodied and disabled) in developing the Scheme

We will be consulting with staff, pupils, parents and community users to gain their views on disability issues in relation to the school. This will be through consultations and informal meetings. The Governors will be responsible for developing and monitoring the action plan.

9 Eliminating harassment and bullying

We have clear policies on combating bullying and harassment. These procedures would be used to combat all types of harassment/bullying, including on the grounds of disability.

10 School lettings

Where the community wishes to use the buildings, we would aim to do so on purely practical grounds.

12 Impact assessment

Where policies and procedures are up for review, an element of this would be to gauge the impact of the policy on all aspects relevant to that policy. This might be done through monitoring; discussion with stakeholders; analysis of data and so on. Feedback is regularly sought from all stakeholders, including pupils, staff and parents.

13 Reviewing and monitoring

Having gathered information as above, the school will, through consultation, develop an action plan to address any issues arising. This action plan will be reviewed at

regular intervals by the Governors. This Scheme will be reviewed each year and revised as necessary.

14 Feedback

The school welcomes feedback from any individual or group who would like to comment on any aspect of the scheme. This will help to inform the development of the Scheme over time.

Policy reviewed: Summer 2011

Review Date: Spring 2012

Wellesley Primary School
Disability Scheme Action Plan

Main Priorities and Actions to be taken

School Priorities
1. As and when policies are reviewed disability and the needs of the disabled stakeholders should be considered
2. Meeting the Governing Body's general duties against the Disability Equality Scheme
3. Ascertaining that any barriers that are present within the school that hold back those with disability are removed
4. Ensure that the taught curriculum includes positive disability messages
5. Aligning this scheme with the school's Accessibility Plan and Gender Equality Scheme.
7. Ensuring that all stakeholders are kept informed of the progress of the scheme and its impact

Action Plan

High Priorities	Actions to be completed	Success criteria	Personnel	Time scale	Measure of impact and monitoring	Evaluation
Meeting Governing Body's duty against the DES	DES to be completed and implemented throughout the school and become inclusive to all school practices and procedures	DES in place and endorsed by the FGB	Full Governing Body	December 07 Endorsed January 08	DES is encompassed in all school practices and procedures	Ratified by FGB Spring 08
Review all school policies to include actions relating to disability/access	Policies reviewed to ensure they comply with disability equality	Policies comply with disability equality guidelines	Staff and governors	Begin January 08 then on going	Governors to assess the wording of policy statements relating to access, disability and gender.	Ongoing – All policies reviewed since Jan 08 meet with disability equality guidelines
Ensure all children	All activities to be	All children have full	All staff led by HT	Spring Term 08	Check the	Constantly

<p>are able to access the full curriculum within and outside of school through use of reasonable adjustments</p>	<p>planned in advanced and modifications made to ensure that children with disabilities can be included</p>	<p>access to the curriculum and activities both inside and outside school</p>	<p>and SENCo through staff meetings and discussions about how to implement changes</p>	<p>ongoing</p>	<p>actions of staff and prepare physical environment for changes if necessary and required for full access. Children are able to access fully the learning environment</p>	<p>being reviewed – In school provision and residential trips modified during 2007 – 2009 to cater for child in school with physical disabilities - Child able to access all areas of the curriculum</p>
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<p>Ensure that any barriers in school are broken down and ensure true access and positive attitudes from staff and children</p>	<p>Ensure that the barriers are addressed and rectified if found to be a block to success Provide guidelines for staff and ensure that the rights of the disabled and the need to be inclusive are taught as part of the curriculum</p>	<p>All stakeholders are aware of the barriers against true access. Children strive to support others with disabilities and are respectful of their needs</p>	<p>All stakeholders</p>	<p>From Spring 08</p>	<p>Check that the school is implementing the changes to break down the barriers to enable full access through questionnaires and observations</p>	<p>PSHE curriculum reviewed to include units on disability</p>
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Review the curriculum to ensure that understanding of different disabilities is taught	Review long and medium term planning across all year groups to ensure that teaching is sufficient to enable children to have a good understanding of different disabilities	Children have good understanding of different disabilities	Teaching staff	From Summer 08		As above – impact still to be reviewed
Modify areas of the school grounds to ensure that access is provided for the disabled	Meet with Play advisor to discuss modifications to make	Disabled are able to access a wide range of different learning environments outside the school building	SLT/Governors	From Spring 2009		Access provided to pond area and outside classroom via ramp and new pathway, access to sandpit Access needed to Playpod via ramp