



Chesterton Primary School

Disability Plan

June 2020

Disability Discrimination Act 2005

The duty to promote disability equality requires all schools, when carrying out their functions, to have due regard to the need to:

- ✓ promote equality of opportunity between disabled people and others
- ✓ eliminate unlawful discrimination
- ✓ eliminate disability-related harassment
- ✓ promote positive attitudes towards disabled people
- ✓ encourage disabled people's participation in public life
- ✓ take steps to take into account people's disabilities, even where that involves more favourable treatment.

Our Disability Equality Scheme will outline how we will fulfil this duty and include a set of specific, measurable, achievable, realistic and time specified targets in the form of an action plan.

School Context

Chesterton Primary School is a 2 – 11 school in an ex mining village near Newcastle Under Lyme. The number of pupils from minority ethnic groups and English as an additional language is well below average. We have a slightly above average number of pupils with learning difficulties and/or disabilities. Most of those with learning difficulties have problems with acquiring literacy or Numeracy. There is a group identified by the school as having social and emotional needs.

The School governors have a duty to:

- ✓ promote equality of opportunity for disabled people: pupils, staff, parents, carers and other disabled users of the school and its facilities.
- ✓ produce and publish a **Disability Equality Scheme** to show how they will meet these duties.

The directors are required to plan to increase access to education for disabled pupils in three ways, by:

- ✓ 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.

School's Aims and Values

We are committed to ensuring equality of education and opportunity for staff, students and all those receiving services from the school, irrespective of disability. The achievement of **all** students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our students with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We aim to identify and remove barriers to disabled pupils in every area of school life.

We have high ambitions for all pupils, including those with a disability and expect them to participate in all aspects of school life.

The school will always:

- ✓ set suitable learning targets;
- ✓ respond to pupils' diverse needs;
- ✓ overcome potential barriers to learning and assessment for individuals and groups of pupils.

We aim to identify and remove barriers to disabled pupils in every area of school life. We make all children feel welcome irrespective of race, colour, ability or need. We will work actively to promote school equality and foster positive attitudes and commitment to an education for equality.

We will do this by:

- ✓ Providing a stimulating environment where each child can grow in self-confidence and realize their full potential intellectually, physically, socially and spiritually, within the context of a caring community.
- ✓ Ensuring access to the curriculum for all.
- ✓ Ensuring reasonable access to premises.
- ✓ Providing appropriate equipment and tools for everyone.
- ✓ Providing training for staff and directors.
- ✓ Developing our PSHE programme
- ✓ Ensuring the development of good communication and partnership between all members of our community.

Defining Disability

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as being disabled. The DDA defines a disabled person as 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.’

Mental and physical impairments

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil’s ability to carry out normal day-to-day activities.

Normal day-to-day activities

The test of whether impairment affects normal day-to-day activity is whether it affects one 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 risk of physical danger.

Roles and Responsibilities

This Disability and Equality Scheme links to other specific policies and action plans that the school produces including the School Development Plan, PE plan, Health and Safety Policies, Inclusion and Equal Opportunity Statements.

This Disability Equality Scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. Promoting disability and equality and raising the achievement of disabled pupils is the responsibility of the whole school staff.

Introduction to this Disability Equality Scheme will be included in our induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

The Headteacher and Senior Leadership Team will ensure that induction procedures are followed.

The governors will ensure that a policy is in place, implemented, monitored and evaluated.

All staff will support and contribute to the Induction procedures.

Pupils will be encouraged to respect individual differences and embrace the ethos of the Disability Discrimination Act.

Parents and carers will be made aware of the Disability Discrimination Scheme.

Training

Through training and development opportunities we will embed the good practice across all aspects of school life.

The directors will be responsible for ensuring compliance with the terms of the scheme and will respond appropriately to any breach of the policy.

Accessibility at Chesterton Primary School

We try to ensure that every child has the best opportunity to achieve. We make **'reasonable adjustments'** to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

Physical environment:

- ✓ A disabled toilet.
- ✓ External handrails where needed
- ✓ Adapting staff work station to meet individual need
- ✓ Yellow lines for visual impairment
- ✓ There are ramps around the outside of school so pupils with mobility issues can access all parts of the school

We have a desire to improve the environment in a way which promotes inclusion for all pupils and will continue to do so subject to resources being available.

On 'access to the curriculum,'

- ✓ We have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning.
- ✓ Scheme of Work/planning adapted as required to ensure that all pupils including those with disabilities/special educational needs can access the curriculum.

Monitoring

- ✓ We will use our information systems to monitor our progress as a school and the progress of any disabled children within the school to ensure that we are helping all children achieve
- ✓ We will consult all staff to ensure the effectiveness of school policies in relation to recruitment, retention, training and promotion.
- ✓ Chesterton Primary School does not discriminate against any employee.
- ✓ We believe that everyone should be given an equal opportunity to fulfil their potential and explore their aspirations.
- ✓ We embrace diversity and by regular monitoring we ensure the success of the initiatives undertaken.
- ✓ We ensure all pupils, regardless of ability or disability have the opportunity to participate fully in all activities both within the curriculum and in extracurricular activities.

The Senior Leadership Team alongside governors will:

- ✓ continue to assess the impact of existing and proposed policies.
- ✓ monitor the success of initiatives undertaken.
- ✓ review and revise the scheme.

The policy will be reviewed every three years by the governors and will take into account views expressed by pupils, parents, staff and members of the local community.

Key Objectives

- ✓ Continue to develop the physical environment and make reasonable adjustments when necessary
- ✓ Continue to seek support from the visual impairment service to look at needs of children