



Ombersley Endowed First School Disability Equality Scheme

1. School Ethos, Vision & Values

Ombersley Endowed First School is committed to ensuring equal treatment of all its pupils, employees 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.

We recognise the value of each child as an individual and believe that an effective curriculum will enable all learners to reach their potential. We believe that learning builds on the needs of the children and thus provide a variety of different teaching styles and practices to ensure progression.

This 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 scheme should be read in conjunction with the school's Equal Opportunity Policy.

1.1 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 2005 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.

The Disability Equality in Education (DEE) recommends that all pupils with SEND and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

This school uses a “social model” of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled”

For other definitions see the Disability Rights Commission website or the SEN Code of Practice

This school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility

criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. Ombersley Endowed First School recognises that social, educational and behavioural difficulties are part of this definition.

1.2 Schools Strategic Priorities

We believe that all the partners in a child's education – school staff, parents, governors, colleagues in other agencies, and the child – need to work together. We believe that each of these partners is able to contribute to the process.

Fulfilling the duty contributes to a number of the school's strategic priorities eg. Developing children's social and emotional aspects of learning

It also compliments the school's work in seeking to meet the five outcomes identified in 'Every Child Matters';

- Be Healthy
- Stay safe
- Enjoy and Achieve
- Make a positive contribution
- Achieve Economic well-being

1.3 Strengths & Areas to Develop

In meeting the general duty we perceive our current strengths to include:

- Whole school recognition of the intrinsic value of all people
- Well- developed PSHE curriculum that promotes acceptance and inclusion

We perceive our current areas to develop to be:

- Disability Equality issues are not routinely considered as we currently have no disabled pupils on roll.

2. The General Duty

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- 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 other persons.

3. How we will meet the General Duty & Specific Duty

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 i.e. to produce a Disability Equality Scheme for our school.

These actions may include some priorities to increase access to the curriculum, the physical environment and the provision of information. They may include measures to increase participation such as: directly asking pupils with a disability to be on the school council; setting up a disabled pupils' council group; or advocacy support to help pupils achieve greater participation.

It may include strategies to promote accessibility and make the environment more disabled friendly, such as creating a quiet place, improving signage, etc.

We may also need to take steps to ensure that children with disabilities can participate in lunchtime activities, school plays or school trips. We will also assess factors such as whether children are able to participate in all aspects of school life and how well children are achieving socially and academically.

3.1 Involvement of Disabled People in Developing the Scheme

This scheme has been established by the Headteacher, Governors and SenCo to date but more consultation is planned.

The action plan will be incorporated into the School Development Plan. This plan is routinely monitored by the Governing Body both at full meetings of the Governing Body and Governor Committees.

3.2 Developing a voice for disabled pupils, staff and parents/carers

At Ombersley Endowed First School we welcome the views of all stakeholders:

- Children are 'listened to' as a matter of routine by their class teachers
- Two children from each year group are elected to the School council
- Parents/carers and pupils are surveyed annually on a range of issues
- Parents are welcome to discuss specific issues with their child's class teacher and the Headteacher
- Staff meet weekly in staff meetings
- Staff development through the Performance Management process provides each member of staff with the opportunity to raise anything with the Headteacher
- Staff and governors meet formally and informally throughout the year
- Staff Governors have an active role as a conduit for staff interests, suggestions and concerns

The school has some specific arrangements in place to provide a voice for disabled pupils, staff and parents/carers eg. during review meetings and transition meetings parents/carers and children are invited to give comments/raise concerns

3.3 The Governing Body

The Governing Body is drawn from members of the local community and the parent body and seeks to inform the wider school community of its work:

- Governors routinely attend school events making themselves available to parents
- The Governing Body surveys parents annually on a range of issues.

3.4 Removing barriers – We have plans to make the school more accessible - refer to School Disability Accessibility Plan

3.5 Disability in the Curriculum, including teaching and learning – Our PSHE curriculum covers developing positive attitudes, tolerance and mutual respect.

3.6 Eliminating harassment and bullying – The school behaviour and anti-bullying policies and Equal Opportunities Policy are clear about how discrimination, bullying, harassment of disabled children and adults will be dealt with.

3.7 Reasonable Adjustments -Reasonable adjustments are made to ensure that every child feels able to participate in all activities and lessons

3.8 Information, Performance and Evidence

The Governing Body monitor and seek information upon the following in order to assess the actions needed to ensure equality.

- a. Pupil Achievement
- b. Learning Opportunities
- c. Admissions, Transitions, Exclusions
- d. Social Relationships
- e. Employing, promoting and training disabled staff

3.11 Impact Assessment

The SENCO and staff team assess the impact of our new and existing policies on disabled people through discussion with the school council and feedback during parent interviews.

The school has a plan for assessing and prioritising impact, or likely impact, of all new and existing policies and practices on disabled people and this review takes place through the Governing body and Committee meetings during the course of the year.

Questions to consider are:

- What are the training needs of the school regarding the DES?
- Who will be involved in assessing impact and how will the school involve disabled people?
- How will the school determine priorities?
- Will the school need external expertise?

- Who will the school report the results to?

3.12 Reviewing/Monitoring

This scheme will be reviewed each year and revised at least every three years.

Date: June 2018

Review: Summer 2021

C. Moore