

Cavendish Primary School Disability Equality Scheme:

December 2007 to December 2010

Introduction

A person is disabled if they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Duties under Part 5A of the Disability Discrimination Act (DDA) 2005 require the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- Prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in three ways:

- 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.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

The Purpose and Direction of the School's Scheme

At Cavendish Primary School we respect the equal human rights of our pupils, staff and parents and all members of our school community.

Under the Disability and Discrimination Act 2005, the school has a duty to have a due regard to the need to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination;
- 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 other people.

Involvement of Disabled People

This scheme has been written by Anna Coleman, Special Educational Needs co-ordinator and member of the Senior Management Team. She involved disabled people in its formulation by

- inviting disabled staff, parents and pupils to meetings in school to discuss their experience, concerns and ideas
- involving a range of disabled people with different impairments, for example, asthma, diabetes, hearing difficulties, visual difficulties
- asking, through the school's weekly newsletter, if disabled parents would like to contribute to the consultation
- incorporating the ideas of the people consulted, as above, into this plan.

Information Gathering

The school has started to collect updated information about disabled pupils in school, including those with medical conditions. This process will continue.

Impact assessment

The school has started to examine its policies in regard to the general duties under the Disability Discrimination Act 2005, and whether they consider the educational opportunities available to and the achievements of disabled pupils. This process will continue throughout the lifetime of this scheme.

Identifying the Main Priorities for the school's scheme

See also Accessibility Planning Duty

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity between disabled people and other people	(See Accessibility Plan)				
ii. Eliminate discrimination	Review policies and job advertisements to reflect that 1) disabled people must not be treated less favourably 2) school must make reasonable adjustments for disabled pupils e.g. P.E., School Trips	Co-ordinators, Governing Body	When individual policies are due to be reviewed. When jobs are advertised	On-going	Reviewed policies include statements which protect pupils from discrimination. Job applicants protect applicants from discrimination.
iii. Eliminate harassment related to disabilities	a) Information files for all staff (classroom, playtime, lunchtime) on which pupils have disabilities and what allowances need to be made by staff and pupils.	Teaching Assistants, managed by SENCO	Spring Term 2008	On-going	School staff and supply staff have easy access to information about pupils' disabilities and what allowances need to be made.

	b)SENCO will meet with SMSAs to share information, provide training.	SENCO, SMSAs	Summer Term 2008		SMSAs have information on disabled pupils and allowances need to be made.
iv. Promote positive attitudes to disability	Positive images of disabled people are considered when ordering school resources, e.g. books and materials	Subject co-ordinators	From Spring Term 2008	On-going	New resources have positive images of disabled people, where relevant.
v. Encourage participation by disabled people in public life	Medical plans in relevant rooms for disabled staff and volunteer parents e.g. including information on when they need snacks, breaks.	Teaching Assistants, managed by SENCO	Spring Term 2008	On-going	Disabled staff and volunteer parents are participating fully in school, knowing there are easily accessible medical plans in case of emergencies.
vi. Take steps to meet disabled people's needs, even if this requires more favourable treatment	a)INSET for staff on relevant disabilities and on how to meet people's needs within school. b)Use new Children's Centre building to enable support groups to meet e.g. parents of pupils with a disability.	SENCO, INSET co-ordinator, all relevant staff, outside agencies	Ongoing When new Children's Centre building is completed		Records have been kept of what INSET staff have attended on disabilities and evaluations written. Support group for people with disabilities meet in Cavendish School's Children's Centre.

Accessibility Plan, as required by the Special Educational Needs and Disability Act 2001

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Improvements in access to the curriculum	Increase use of auditory, visual and kinaesthetic aids in order to differentiate the curriculum, including assemblies.	Classteachers Subject co-ordinators SMT	From Spring Term 2008	Autumn Term 2008	Lessons and assemblies show use of auditory, visual and kinaesthetic methods of teaching and learning.
ii. Physical improvements to increase access to education and associated services	a) Build shallow steps to improve access to the back of the building for people with Visual Impairment and those with reduced mobility. b) Improve access to Asthma pumps from playground.	Leadership Team and Governing Body All staff	2008/9 From Spring Term 2008		a) New steps enable easy access to the back entrance to school for people with Visual Impairment and people with reduced mobility. b) Asthmatic pupils have easy access to pumps in playground.
iii. Improvements in the provision of information in a range of formats for disabled pupils	Improve use of visual cues for disabled pupils who benefit from these, e.g. visual picture prompt cards, use of Makaton.	All teaching staff.	From Spring Term 2008	Autumn Term 2008	Evidence in lesson planning and lesson observations of use of visual information for disabled pupils.

Reporting

The governing body will report to the school community annually on:

- the progress the school has made on the Action Plan
- the effect of what the school has done

Reviewing and Revising the Scheme

The school will review progress annually and revise the scheme every three years.

Written by: Anna Coleman, SENCO

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