

## Bournes Green Infant School

# DDA Equality Scheme September 2015 - September 2018

### Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

## Introduction

Duties under Part 5A of the Disability Discrimination Act (DDA) 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 3 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.

## **1.1 The purpose and direction of the school's scheme.**

1.1.1 At Bournes Green Infant School we are committed to establishing equality for all children, their parents, staff and other users of the school. This is reflected in our school aims as set out in our Curriculum Policy and explored further in our Equal Opportunities Policy.

1.1.2 The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment

This scheme aims to set out how we will meet these general duties.

1.1.3 This scheme sits alongside and should be read in conjunction with our and our Equal Opportunities Policy, Accessibility Plans Audit and Action Plan.

1.1.4 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

## **1.2 The Involvement of Disabled Children and Young People, Staff and Parents**

1.2.1 In preparing this scheme, disabled people were involved in the following ways:

- parents with disabilities and parents of children with disabilities were consulted during the induction process for new pupils.
- staff, including those with disabilities, were consulted in staff meetings.

In the longer term, disabled people will be involved in the following ways:

- parents with disabilities and parents of children with disabilities will continue to be consulted during the induction process for new pupils and at review meetings
- all parents and the wider community will have the opportunity to raise concerns via a communication link on our website
- staff will be consulted in staff meetings and have the opportunity to raise issues throughout the year
- children with disabilities have termly opportunities to identify any perceived difficulties when their provision maps are reviewed. Parents / carers are then able to discuss these with the Headteacher/SENCO

- circle time and pupil council sessions, pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child's disability
- during the performance management process, disabled staff have meetings with their line manager and will discuss how the school can best enable them to work

1.2.2 We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

1.2.3 When seeking the views of disabled people, we aim to identify and use their preferred means of communication.

### **1.3 Gathering Information**

1.3.1 Disabled children and staff are identified through self-declaration, recruitment and selection procedures and admission forms. Data protection legislation will be observed in sharing this information.

1.3.2 Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

1.3.3 The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled children

1.3.4 The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of disabled users in community activities

1.3.5 Information on staff will be analysed in respect of the representation of disabled people:

- within the performance management process in all aspects of the work of the school, for example: teaching, teaching support, administrative support
- at all levels of seniority in the school
- as permanent or temporary members of staff, full- or part-time or casual staff
- in training and professional development opportunities
- in disciplinary and capability proceedings
- in harassment and bullying procedures
- as contract staff, for example: contract cleaners and agency supply teachers
- among those who take sick leave
- among trainee teachers on placement at the school

- among those leaving the profession early

1.3.6 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- attract a wider field for recruitment, including disabled people
- retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people
- develop in-house expertise about what disabled staff and/or children may require
- provide role models for children and young people
- bring different life experiences and new skills to the school
- help foster good relations with all employees by showing that everyone is valued and treated fairly

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

1.3.7 Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for disabled learners to take positions of responsibility
- satisfaction and enjoyment levels across a range of school activities
- aspirations and ambitions for the future
- successful transition into the next stages of education
- access to school trips
- involvement in after school clubs and activities
- attainment and achievement of disabled learners
- admissions of disabled learners

And to maintain exclusion rates of disabled learners at the current level as we have no exclusions at present.

1.3.8 Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them
- ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements
- give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school assembly or drama production
- where appropriate give disabled parents preferential parking rights;

- ensure the needs of young carers are met

1.3.9 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- the representation of disabled people on the governing body
- the accessibility of meetings for disabled governors
- the accessibility of other governors activities

1.3.10 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- encourage community groups to ensure their activities are accessible
- give due regard to disabled community users when revising school policies and procedures

## **1.4 Impact Assessment**

1.4.1 In line with current guidance, impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

1.4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.

1.4.3 As a first step towards assessing the impact of policies on disabled people, the policies of the school will be screened to identify their level of relevance and potentially their impact on disabled people. Policies with a high relevance will take priority for review.

1.4.4 A schedule exists for the review of all policies over the lifetime of this scheme. (See our Policies and Key Documentation Review Timetable)

1.4.5 Any disabled parent or child will be invited to be involved at a suitable point in the revision of these policies.

As a first step towards assessing the impact of practices on disabled people, the practices of the school will be identified and prioritised by relevance. They will then be included in our 3 year review cycle.

Practices assessed within policy review will include:

- recruitment practices
- teaching approaches
- classroom routines
- playground routines
- registration routines
- homework
- office routines

- communication with staff
- communication with parents

This list will be extended as further practices are identified.

- 1.4.6 Issues arising from the impact assessment will be prioritised and added as an appendix to the Action Plan.
- 1.4.7 All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction.
- 1.4.8 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

## **2: Planning for Action**

### **2.1 Action Plan**

2.1.1 In line with current guidance, our initial Action Plan includes information on:

- improving information gathering mechanisms,
- the mapping of policies and practices and
- how the involvement of disabled pupils and disabled adults can be facilitated.

We have also identified good practice from examples given in training and as result of this, have included certain actions to meet the Disability Equality Duty.

2.1.2 The priorities for the school's scheme will in future be set in the light of:

- an examination of the information that the school has gathered;
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme; and
- an assessment of the impact of current policies on disability equality.

2.1.3 Urgent action necessary following an examination of the information will be added to the action plan before the review date.

2.1.4 In writing our action plan, we have addressed the general duties to:

- promote equality of opportunity
- eliminate discrimination
- eliminate harassment
- promote positive attitudes
- encourage participation in public life
- take steps to meet disabled people's needs

2.1.5 Our action plan is included within our Equal Opportunities Plan. See also Curriculum and Building Access Plans

### **2.2 Annual Reporting**

2.2.1 Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:

- information gathered during the year
- how that information was used
- action points completed during the year and those that are ongoing.

Disabled people will be involved in the process.

This report will be available on the school website

The person responsible for producing the Annual Report is the Headteacher/SENCO

### **3. Implementation**

#### **3.1 Implementation, Monitoring and Evaluation of the Action Plan**

The implementation of the Action Plan will be overseen by the Governing Body. A report will be made to the governors each *Year*, by the Headteacher/SENCO. A checklist to aid governors is included as Appendix Three.

- 3.1.1 The Action plan will be dovetailed with the Asset Management Plan and the Accessibility Plans in order to increase the effectiveness of these.
- 3.1.2 The evaluation of the effectiveness of our scheme will be reflected in our discussions with our School Support Partner and with Ofsted when the school is inspected.
- 3.1.3 The School Support Partners will include in their discussions with schools the attainment of and outcomes for all pupils including disabled pupils, as applicable. Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

#### **3.2 Publication of the Scheme**

- 3.2.1 Our scheme will be published
  - On the school website
  - It will be available on audio CD upon request
  - It will be made available in large print upon request
  - It will be available in paper format on request

#### **3.3 Reviewing and Revision of the Scheme**

- 3.3.1 As part of the review of the scheme, we will revisit the information that was used to identify the priorities for the scheme and re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.
- 3.3.2 The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:
  - involve disabled pupils, staff and parents
  - be based on information that the school has gathered

3.3.3 The Equal Opportunities Action Plan will be updated annually.

3.3.4 This scheme was reviewed and approved by the Governing Body in Summer 2016

### 3.3.5 The Scheme will be reviewed in accordance with the Policies and Key Documentation Review Timetable



## Appendix One: The disability equality duty and the governing body

Questions the governing body may want to ask itself as the 'responsible body' for the school:

<i>Duties to disabled pupils, staff and parents</i>	Yes/No	Evidence
Does the GB receive regular reports on how the school is meeting its duties to: <ul style="list-style-type: none"> <li>disabled pupils<sup>1</sup>?</li> <li>disabled staff?</li> <li>disabled parents, carers, governors, other disabled people who use the school or may want to?</li> </ul>	Yes	DDA Scheme reviewed and revised annually - Summer term
<b>Disability equality duty: General duty</b>		
Does the GB have regard to the need to: <ul style="list-style-type: none"> <li>promote equality of opportunity for disabled people?</li> <li>eliminate disability discrimination?</li> <li>eliminate disability-related harassment?</li> <li>promote positive attitudes towards disabled people?</li> <li>encourage participation by disabled people in public life?</li> <li>take steps to meet disabled people's needs?</li> </ul>	Yes	Any opportunities are discussed with the L & M Committee and may be brought to the Full GB if necessary - See minutes
<b>Disability equality duty: Specific duty</b>		
Does the school have a Disability Equality Scheme?	Yes	See Policies
Did the school involve disabled people (pupils, staff, parents) in the development of the scheme?	Yes	Newsletters/websi te/Induction
Does the school's scheme show : <ul style="list-style-type: none"> <li>how disabled people have been involved?</li> <li>how information is gathered on the effect of the school's policies on:               <ul style="list-style-type: none"> <li>recruitment, retention of disabled staff?</li> <li>opportunities for, achievements of disabled pupils?</li> </ul> </li> <li>how the school assesses the impact of its policies, current or proposed, on disability equality?</li> <li>the steps it is going to take to meet the general duty (the school's action plan)?</li> <li>how information will be used to support the review of the action plan and to inform subsequent schemes?</li> </ul>	Yes	See DDA Equality Scheme 3 year plan
Did the school implement the actions in its scheme within three years?	Yes	3 year plan ongoing
Does the GB: <ul style="list-style-type: none"> <li>report on its scheme annually?</li> <li>review and revise its scheme every three years?</li> </ul>	Yes	Minutes

## Appendix Two: Access to Work

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a deaf or hearing impaired person who may need support at an interview;
- a reader at work, for a blind or visually impaired person;
- special equipment (or alterations to existing equipment) to suit particular work needs arising from a disability; and
- help with the additional costs of travel to work for people who are unable to use public transport.

Access to Work can also pay for a support worker, if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment;
- someone to support communication for a person with a hearing impairment; or
- a specialist coach for a person with learning difficulties.

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.

An employer or a disabled employee or potential employee can find out more by:

- contacting their local Disability Employment Adviser (DEA) through their nearest Jobcentre Plus Office. The DEA will put you in touch with an Access to Work Adviser who will discuss your particular circumstances with you;
- looking on the Jobcentre Plus website: [www.jobcentreplus.gov](http://www.jobcentreplus.gov)

