

Introduction

Duties under Part 5A of the 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; and
- 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.

The Social Model of Disability

The governing body recognises that in order to satisfy its responsibilities under the General Duty of the Disability Equality Duty it is necessary to adopt the social model of disability.

The social model says that it is because of the barriers that society puts in the way of people with impairments that they are disabled, not because they have an impairment. This means that the school will need to consider how its actions affect equality of opportunity for disabled people.

The purpose and direction of the school's plan: vision and values

Harewood Junior School believes in inclusion for all its pupils and strives to always increase the participation of disabled pupils in, and reduce their exclusion from, the culture, curriculum and community of the school. We are committed to ensuring that disabled children can participate in and benefit from equal access to all the opportunities and activities provided by the school.

We are committed to ensuring that disabled pupils make the best possible progress and have the opportunity to gain high standards of academic, social, emotional and personal achievement. Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement and the Inclusion Quality Mark.

Our commitment to equality extends to all members of the school community, including staff, governors, parents, carers and all users of the school. We seek to provide equal opportunities, to promote positive attitudes towards disabled people and to encourage their involvement in the life of the school.

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.

(DDA 2005 S.49A)

1. How we have involved disabled people in developing this scheme.

The school understands that to develop and execute a scheme that is responsive to the real needs of disabled people, disabled people must be involved in both the development and execution of the Scheme itself. A number of steps have been taken to involve disabled people in the development of this scheme.

All users of the school have been given opportunities to give their views, including staff, parents and carers, pupils. Outside agencies and members of the wider community.

Letters are sent out each year to parents/carers which request information on any disability a child might have. It includes a definition of disability and also asks parents if the school needs to make any adjustments to meet their needs. A sample of parents are contacted in person or by telephone to seek their particular views. Pupils are also consulted through discussion with representative groups.

Union websites were consulted to gain guidance on disability issues and local support groups for the disabled were contacted.

Other users of the school, including the after school club and a medical practice were consulted through informal discussion,.

The views of disabled service users and employees were shared with other local schools through the SGLT.

2. Arrangements for gathering information on the effect of the school's policies and practices on disabled people.

a) Recruitment, development and retention of disabled employees

Existing staff have been contacted by letter and the school's obligations under the DDA have been discussed during staff meetings. Individuals have been invited to let the headteacher know of any disability which might affect them whilst at work and to discuss their views with the headteacher or their line manager. The legal

September 2017

protection given by the DDA was explained and that the purpose of collecting information on disability is so that reasonable adjustments can be made. Staff members were reassured of the confidentiality of any disclosure both in the letter and through discussion during INSET and they were reminded of the LA policy on harassment and bullying. Information on the 'Access to Work' scheme and of relevant LA policies are given to staff who disclose a disability.

A similar audit of staff will be carried out every 3 years.

In order to ensure that disabled applicants are encouraged to apply for posts in the school, we follow all GCC policies, procedures and guidance.

b) Educational opportunities available to and achievements of disabled pupils

There are disabled pupils in the school, with learning difficulties, including Autistic Spectrum Disorder and ADHD, as well as children with physical or medical conditions, including Muscular Dystrophy, Hydrocephalus, severe asthma, epilepsy and diabetes and hearing impairments. At present, there are no pupils with significant visual impairments.

Parents of new pupils to the school are asked about any disability their child has as part of the admissions process and the records of all new pupils are scrutinised by the inclusion co-ordinator.

Requests for confidentiality are respected, however, where information can be shared we are able to plan positively to maximise the pupil's progress and personal support in the school.

We operate an open door policy and the inclusion co-ordinator and learning mentor operate flexible timetables so that they can be readily available to parents and carers who have concerns. The headteacher is also happy to discuss any concerns with parents.

Relationships between pupils and adults are good and pupils know that they can discuss any concerns with their teacher, year group leader, teaching assistant, the learning mentor, inclusion co-ordinator or headteacher. The Success Suite provides a 'drop in' facility during breaktimes when the learning mentor is available to discuss any concerns. Where pupils are supported by outside agencies, their views are sought by visiting professionals.

Bullying issues are addressed through assemblies, circle time and PHSE lessons. Any reported bullying is formally recorded, with a record of actions taken.

Progress data is held for disabled pupils including teacher assessments, end of key stage outcomes, optional SATs results, participation in extra curricular activities and 'Every Child Matters' outcomes where appropriate.

SEN provision for pupils with learning difficulties is made through wave 3 support in groups for numeracy and both group and individual work for literacy.

There are a number of outside professionals who visit to support disabled pupils including

Medical professionals:

- School Nurse
- Community Child Health Doctor
- Physiotherapist

- Occupational Therapist
- Speech and Language Therapist
- CYPS staff

Education professionals:

- Educational Psychologist
- Advisory Teachers
- Behaviour Support Teachers

Support can be arranged for families through our contacts with local support groups – see our Offer of Early Help.

There are monitoring systems in place for disabled pupils who are on the school's SEN register. The review process gives opportunities for pupils and parents to feedback on: levels of enjoyment indifferent school activities; levels of behaviour and anxiety; areas of the curriculum which present particular challenges and aspirations for the future.

We also monitor: positions of responsibility held; levels of behaviour; success of transition out of school and involvement in extra curricular activities.

c) Information on other disabled people using our services

We have good relationships with parents and carers and an open door policy, inviting them to take an active role in their child's education. There are many informal opportunities, through open evenings/ mornings, drop ins, parents' workshops, as well as structured conversations to discuss any disabilities or health conditions relatives might have. Multi-agency working and support for families through CAFs and My Plan and My Plan+, provides further opportunities for parents and carers to share information. Information will be requested as part of the admissions process for new pupils.

3. How we will use the information gathered

The evidence gathered will be analysed to inform action, with an emphasis on outcomes, using the social model of disability and relating to dismantling barriers for disabled people.

Individuals and groups of adults and children for whom reasonable adjustments may need to be made, will be identified. *Their needs will be considered in detail and reasonable adjustments incorporated into a revised action plan.*

We will consider:

- Educational attainment (individually and by group)
- Progress and value added
- Attendance and participation
- Employment statistics
- Satisfaction levels for disabled pupils, parents and staff
- Barriers disabled adults and children face.

4. How the impact of our school policies and practices will be assessed

Policies are mapped and there is a timetable for review. All policies are reviewed annually or every three years and this process will include ensuring that policies provide for equality of opportunity and comply with the DDA.

Priorities will be set from the information and views gathered from disabled pupils, parents/carers and other users of the school.

We will measure the impact of new and existing policies by inviting feedback from pupils with a disability, their families and carers and also from the whole school community. Inclusion Lead will monitor the impact and report to the Governing Body every year. A full revision will take place every three years.

5. Action Plan

Over the next three years, actions will be taken to continue increasing access to the curriculum, environment and information for our pupils, but also to

- improve information gathering mechanisms
- map policies and practices
- increase the involvement of disabled adults and pupils

We plan to improve the recruitment process to encourage disabled applicants and to monitor equality for the existing workforce.

We will continue to improve access for pupils with hearing impairments through staff training following our SENCo's attendance at the Hearing Impairment Conference April '16.