



Disability Equality Scheme

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; 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 purpose and direction of the School's scheme.

At Dafen Primary School, we are committed to establishing equality for all students, their

parents, staff and other users of the school. This is reflected in our school policy for equal

opportunities which states that:

"It is the policy of the school that no one, whether child or adult, should be discriminated against on grounds of age, gender, colour, creed or disability, physical or mental. The school supports the County's policy of equal opportunity and will actively seek ways to implement it. The same curriculum will be available to both boys and girls."

The Disability Discrimination Act, (2005) 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, (2005)**
- **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.

This scheme incorporates our Accessibility Plan (copy attached).

It is the responsibility of the whole school community to implement this scheme in a manner

which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

Disabled people are invited to join in with the review of this policy.

- **Disabled pupils, staff and parents are invited to comment on all policies and procedures and the establishment of all new policies and procedures**
- **parental surveys give opportunity for disabled people to disclose their disability.**

Outcomes from these will be analysed to identify any issues relating to the person's disability

- **pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability**

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 would therefore always seek to gain the views of both parent and child.

When seeking the views of disabled people, we use their preferred means of communication.

1.3 Gathering Information

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

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

We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

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 pupils.**

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.**

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

- **in all aspects of the work of the school, for example: teaching, teaching support, administrative support.**

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 pupils may require;**
- **provide role models for children and young people;**
- **bring different life experiences and new skills to the school; and**
- **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 (See appendix 2) to ensure we make every reasonable adjustment to meet the needs of disabled staff.

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**

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 drama production;**
- **give disabled parents preferential parking rights;**
- **ensure the needs of young carers are met;**

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.

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:

- give due regard to disabled community users when revising school policies and procedures.

Impact Assessment

In line with the Disabled Rights Commission (DRC) 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.

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.

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. (This analysis will be added as Appendix One)

Practices assessed will include:

- Recruitment practices
- Teaching approaches
- Classroom routines
- Registration routines
- Homework
- Office routines
- Communication with staff
- Communication with parents

This list will be extended as further practices are identified.

Issues arising from the impact assessment will be prioritised and added as an appendix to the Accessibility Action Plan (copy attached)

All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. This will be facilitated in the following way:

- Stakeholders will be invited to contribute to policy review by receiving copies of policies under review (on request) and expressing their views.

Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

Implementation

Implementation, Monitoring and Evaluation of the scheme

The implementation of the scheme will be overseen by the governing body. A report will be made to the Personnel Governors each year by the Headteacher. A checklist to aid governors is included as Appendix Four.

The evaluation the effectiveness of our scheme will be reflected in our

discussions with our school improvement partner and with Ofsted when the school is inspected.

As part of the New Relationship with Schools, the School Improvement Partners will include in their discussions with schools the attainment of and outcomes for all pupils including disabled pupils. Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

Publication of the Scheme

Our scheme will be published on the school website and Extended Learning Platform. Copies will be available from the school office on request including large print etc.

Reviewing and Revision of the Scheme

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.

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; and**
- **be based on information that the school has gathered.**

The Scheme was last reviewed in Autumn 2015 and will be subsequently reviewed on an annual basis.

The Governor's Personnel Committee will be responsible for initiating the review of this scheme

Signed by Chair of Governors on behalf of the Governing Body:

Mr Gareth Edwards

Signed by Headteacher:

Mr J Ceri Morris

Date approved: November 2017

Next Review: November 2018