

**SIBSEY FREE PRIMARY
SCHOOL**

**DISABILITY EQUALITY
SCHEME AND
ACCESSIBILITY PLAN**

2008 - 2011

Prepared November 2008

Mission Statement

Our aim at Sibsey Free School is to provide children with a sound foundation of knowledge and understanding through a happy, secure and stimulating environment in which all are valued and encouraged to care for others and look for excellence in all they do. We aim to celebrate achievement, encourage kindness, consideration and respect and to foster self - esteem to provide a sound foundation for future life.

Rationale

Staff and Governors have a responsibility to ensure that:

- ❖ Information regarding disabilities in relation to both pupils and staff is obtained. Such information obtained will be used to improve the provision of services at Sibsey Free School.
- ❖ When appropriate, pupil achievement is monitored by disability to identify any trends or patterns that may require additional action.
- ❖ Disabled pupils will be encouraged to participate fully in school life, including representation at school events, assemblies and school council.
- ❖ Any bullying or harassment of disabled pupils and/or staff is monitored, and necessary steps taken to eradicate such incidents.
- ❖ Steps are taken to ensure that disability is portrayed positively in school.
- ❖ When opportunities arise, the school partakes in events to raise awareness of disability.
- ❖ The school is as accessible as possible to disabled pupils, staff and visitors to the school.
- ❖ If information is required by parents, visitors, pupils and staff in formats which are more accessible to them, this will be made available upon request.

- ❖ Parents of children with disabilities to be provided with such information or resources as required to assist them in helping their child with their learning at home.
- ❖ Procedures for the election of Parent and Staff Governors are open to candidates and voters who are disabled.

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment' which has a substantial or long term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is 'clinically well-recognised', although the person must still demonstrate a long term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Disability Equality Duty (DED)

The Disability Equality Duty (2006) requires all schools to:

- Eliminate discrimination that is unlawful under the DDA;
- Eliminate harassment of disabled people that is related to their disability;
- Promote positive attitudes towards disabled people;
- Encourage participation in public life by disabled people;
- Encourage participation in public life by disabled people;

- Promote equality of opportunity between disabled people and other people;
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability;
- Where applicable, disabled staff should be consulted to include numbers, type of disability and satisfaction rates in staff surveys etc).

Involvement and Consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Sibsey Free School will consult with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Consultation with disabled pupils / staff / and parents as appropriate to determine their priorities for the school with regard to disability quality over the next three years, by way of:

- Survey/Questionnaires
- Focus groups
- Drop in sessions
- Networking.

Action

In order to ensure that the necessary action is taken to meet the Disability Equality Duty, Sibsey Free School has drawn up an Action Plan

which outlines how the requirements of the DDA 2005 will be met. The Action Plan has been prepared in consultation with disabled pupils/ staff / parents as outlined in the section above.

The Action Plan will be reviewed annually by the Governors to ensure that action identified is being carried out to achieve the outcomes indicated. This will include assessing the impact of other school policies, procedures and practices of the school on disability equality.

The Plan will also be revised every three years.

Accessibility Plan

Schools have a duty to carry out an Accessibility Audit, from which an Accessibility Plan should be produced. The Plan identifies the action the School intends to take over the next three year period to increase access for those with a disability in three key areas:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Monitoring

It is essential that Accessibility is monitored to identify whether there are any adverse aspects of school life on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability;
- Where applicable, disabled staff consulted to include numbers, type of disability and satisfaction rates in staff surveys etc).

Involvement and Consultation

Sibsey Free School will consult with disabled pupils / staff / and parents as appropriate to determine their priorities for the school with regard to accessibility of the school over the next three years, by way of:

- Survey/Questionnaires
- Focus groups
- Drop in sessions
- Networking.

The Action Plan will be reviewed annually by the *Governors* to ensure that action identified is being carried out to achieve the outcomes indicated.

The Plan will also be revised every three years.

Additional implications for schools

The role of the school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring Transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Review

This Policy will be reviewed annually.

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Aspect of Duty	Issue being addressed	Action to be Taken	Monitoring	Frequency	Responsibility	Start	Completion
To promote positive attitudes towards disabled people.	Promote success of disabled people through displays. Provide opportunities for children to see how disabled people can succeed when supported.	Continue to support disabled people in school. PSHE and SEAL sessions and displays around school. Possible visits and talks and raising awareness to form part of Healthy Schools Week. Ensure that all staff are aware of the Disability Equality Duty.	Feedback in lessons, and discussions with children about Healthy Schools Week. Ensure display is available.	Twice a year Summer Term and Autumn Term	Healthy Schools Coordinator Teachers SEN Team	Autumn 2008	On going
To encourage participation by disabled people in public life	Increase participation, raising awareness and developing Community Cohesion. Establishing links with schools with disabled pupils.	Continue to support disabled people in school. PSHE and SEAL sessions and displays around school. Possible visits and talks and raising awareness to form part of Healthy Schools Week. Signpost activities for disabled people that we are aware of in our community. Develop the links between our school and Sir John Fielding by providing opportunities for children to work together. Ensure that all staff are aware of the Disability Equality Duty.	Discussion between our school and John Fielding. Discussions with people who have had opportunities signposted to them.	Twice a year Summer Term and Autumn Term	Healthy Schools Coordinator Teachers SEN Team Sir John Fielding School	Autumn 2008	On going
To take steps to take account of disabled peoples' needs even where that involves treating disabled people more favourably than others.	Promote success of disabled people. Provide opportunities for children to see how disabled people can succeed when supported. Raising awareness of disabilities so that children are aware that sometimes people have to be treated more favourably than others.	Invite pupils in from Sir John Fielding and provide them with opportunities to show their success. Working together and visiting each others settings. Learning from each other and seeing how disabled people cope with everyday life at school. Altering our school environment to take account of the needs of disabled people e.g. opening gates, disabled toilet, corridors being kept clear of clutter	Discussion between our school and John Fielding. Discussions with children and parents	Twice a year Summer Term and Autumn Term	Healthy Schools Coordinator Teachers SEN Team Sir John Fielding School	Autumn 2008	On going

To eliminate discrimination shown towards Disabled Persons	Raising awareness of disabilities and developing children's understanding of how disabled people cope with everyday life.	The school has an ethos that promotes understanding of everyone's needs and children are encouraged to work together. Continue to have awareness raising sessions as and when they are needed e.g. before liaison work with Sir John Fielding. Encourage disabled children from within the local community to come and talk to other children about their condition. Involve parents of these children in the process.	Discussion between our school and John Fielding. Discussions with children and parents	Twice a year Summer Term and Autumn Term	Healthy Schools Coordinator Teachers SEN Team Sir John Fielding School Disabled children and their parents	Autumn 2008	On going
To eliminate harassment related to Disability.	For all members of our school community to be aware of the needs of all people and how to support them.	To fulfil all the objectives in the plan	As herein	As herein	As herein	Autumn 2008	On going
To promote equality of opportunity between disabled people and others	Supporting parents with ideas and strategies to support their children's learning. Signposting opportunities for children to undertake relevant activities and learning opportunities	Carry out parents' workshops and evenings to provide advice on how to support the learning of their child in core curriculum subjects. Send out to relevant parents within the school and local community details of learning opportunities that have been sent to the school	Discussion with parents after workshops to ascertain whether sessions were useful – feedback and analyse. Speak to parents who have had activities signposted.	After each session and twice yearly where appropriate.	Healthy Schools Coordinator Teachers SEN Team Parents	Autumn 2008	On going