

SWINTON QUEEN PRIMARY SCHOOL

Disability Equality Scheme

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Purpose of the Disability Scheme

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, *under part 4 of the DDA*:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This Disability Equality Scheme sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

It is a requirement that the school's Scheme is resourced, implemented and reviewed and revised as necessary.

Objectives of the Disability Equality Scheme

- To ensure that there is supportive and positive culture for disclosure
- To ensure that the teaching and learning meets the needs of all pupils
- To be certain that information is easy to use and understand
- To ensure that disabled people can access all areas of the school building
- To write an action plan which shows how we can increase the extent to which disabled children and adults can participate in the school curriculum and school life.

Introduction

At Swinton Queen Primary School we are committed to promoting disability equality and welcome the introduction of the Disability Equality Act. Achieving disability equality lies at the heart of our core objective and values.

Swinton Queen Primary School's Vision and Values

Swinton Queen Primary school has high ambitions for its disabled pupils and expects them to participate and achieve in all aspects of school life. We are committed to providing equal opportunities for all and are driven by the National Curriculum Inclusion Statement.

1. Setting suitable learning challenges.
2. Responding to pupils' diverse learning needs.
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In addition Swinton Queen Primary aims to identify and remove barriers to disabled pupils in every aspect of school life, and make all children feel welcome regardless of race, creed or impairment. All staff and Governors share these commitments.

We are also committed to ensure that all employees, regardless of ability and status, receive the professional development that they are entitled to. Our close working partnership with other professionals, for example Learning Support Service and the Autism Communication Team, enable us to promote a positive and supportive culture for all, and an environment where disclosure is encouraged so that we can continue striving towards the objectives of this scheme.

Involvement and Consultation

Involving and consulting disabled children and young people, their parents and disabled members of staff or visitors into our school has greatly influenced the priorities and outcomes outlined in the scheme and action plan. It has enabled us to:

- identify problems in access for disabled children and adults,
- identify the most effective ways of removing barriers for disabled children and adults,
- involve those people who are most directly affected by the scheme,
- improve working relationships between schools, disabled children and their parents.

It is essential that we have all the views and aspirations of disabled children and their parents, and consult with the Local authority and other organisations so that we have an understanding of the full diversity of disabilities.

Parents

Both the moral and pragmatic arguments apply to involvement and consultation with parents of disabled children and young people. Parents have helpful insights into the barriers that prevent access for their child. Parents will have been working with some of these barriers for some time and will have explored and may have found solutions.

The Local Authority

It is important to consult with the local authority. Through sharing our school's scheme with the local authority it can help to inform the local authority's accessibility strategy, for example, training needs can be identified across a number of schemes and appropriate training arranged in the light of this information.

Other Organisation

Other local organisations may have a view that they could usefully contribute for example, organisations of disabled people. Other disabled people are particularly well placed to provide insights into the attitudinal barriers that limit access for disabled children and young people.

We also realise that further consultations are necessary in order to review and update the scheme. A range of involvement and consultation methods will be used, for example,

- annual surveys and questionnaires to parents and children
- informal/formal discussions and meetings, e.g. school cluster meetings
- school council
- local organisations of and for disabled people.

Implementation

Swinton Queen Primary is committed to the principles and requirements reflected in the General Duty and the specific duty to publish a Disability Equality Scheme. All staff are committed to the continual development of disability equality and will continue to promote this through not only their classroom practise but also any specific roles and responsibilities. In addition there is a strong commitment from the senior leadership team and governors. This commitment is essential so that we can achieve targets which require financial and human sources.

The implementation of the Disability Equality Scheme is currently a target written into the Developing Excellence Plan. Over time we aim to make this document work alongside other key documents in school.

Accessibility Plan

Increased access to the curriculum for disabled pupils

At Swinton Queen Primary we recognise that accessibility to the curriculum goes beyond the basic principle of three-level differentiation and understands that for some children and young people whose attainment falls significantly below expected levels a much greater degree of differentiation is required. However it is also essential that all work is relevant and appropriately challenging at both key stages.

We recognise that the curriculum not only covers teaching and learning but the wider curriculum of the school such as participation in after-school clubs, leisure, sporting and cultural activities or school visits and aim to make these accessible for disabled pupils.

Improvements to the Physical Environment

Swinton Queen Primary School aims to be an environment that welcomes everyone. Through our Accessibility Plan we have already taken steps to improve the user-friendliness of the school setting for children and visitors with a disability for example: building ramps and a disabled toilet, and we now aim to build on these to continue the development of access in school. We recognise that accessibility to our environment is not just necessary during the school day, but also beyond this.

Swinton Queen Primary School is a school that recognises and welcomes diversity and difference and is willing to take steps to improve access for all.

Improvements in the provision of information

At Swinton Queen Primary School we understand that it is important that children and adults with a disability have equal access to information as to those people who are not disabled. We recognise that although it is essential that we meet the needs of the wider public by supporting access to information sent home, it is also our responsibility to ensure that all children, regardless of a disability, access information too and any barriers that prevent this are removed.

Publication and Reporting

In order to make this publication widely available we have:

- Informed parents of it through our weekly newsletter
- It is to be available to view on our school website
- Copies will be available from the school office – these will also be available in larger print.

Readers will also be encouraged to provide the school with feedback as we feel that this is an important part of the reviewing and developing process and it will also support when reporting to the Governors.