



Disability Equality Scheme

Introduction

Market Weighton Infant School welcomes its general responsibilities under the new Disability Equality Duty to have due regard to the need to:

- Promote equality of opportunity between disabled and non-disabled people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- Eliminate harassment of disabled persons that is related to their impairments;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life; and
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

School Ethos, Vision & Values

At Market Weighton Infant School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

See ~Equal Opportunities, Racial Equality and Inclusion policies.

Definition of Disability

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more of the following:

mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. 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 affect on his/her ability to carry out normal day-to-day activities.

Disability Equality in Education (DEE) recommends that pupils with SEN (SA plus and statement) and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

How Disabled People have been Involved in the Scheme

Market Weighton Infant School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

Disabled pupils:

We have identified our disabled pupils

Key issues identified by our pupils have been addressed through our school accessibility plan (attached)

Disabled Staff:

We have asked all staff to identify any barriers and how we can improve their needs and key issues identified have been addressed through our school accessibility plant (attached).

Disabled parents/carers:

We have given all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs.

Key issues identified by our disabled parents/carers have been addressed through our school accessibility plant (attached).

Disabled members of the local community:

We have given a questionnaire to all groups which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments. Key issues

identified by members of the local community have been addressed through our school accessibility plan (attached).

An action plan has been drawn up to identify strategies to be put in place in order to ensure that all pupils, staff, parents, carers and members of the community with disabilities have been involved in the development of this scheme. Their views were sought and actioned through questionnaires and a working party. Monitoring of this scheme will take place through the headteacher's report to the governing body.

How we have gathered information on the effect of our policies and practices on disabled people.

We recognise that our policies and practices may impact on disabled people and in particular on:

- The recruitment, development and retention of disabled employees;
- On the educational opportunities available to and the achievements of disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:

- Pupil Achievement;
- Formal and informal formative and summative assessments;
- Pupil tracking;
- IEPs and annual reviews

Learning Opportunities:

- Target setting for pupils with learning difficulties;
- Differentiated educational opportunities including provision for gifted and talented pupils

Admissions, Transitions, Exclusions:

- Close monitoring of ATE data ensures that the needs of pupils with disabilities are identified and met.

Social Relationships:

- The school provides opportunities for developing and promoting social relationships between disabled pupils and non-disabled pupils eg buddy system, nurturing, circle of friends. This is monitored by continuous whole school self evaluation.

Employing, Promoting and Training Disabled Staff:

- We are committed to equal opportunities in terms of employing, promoting and training staff with disabilities and appropriate measures will be implemented as required.

How we will assess the impact of our policies?

Regular cyclical reviews of curriculum and whole school policies ensures that their impact meets the statutory requirements of the Disability Equality Act. We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.

Our Action Plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Scheme.

Reporting

We will report regularly about the progress we make on promoting equality of opportunity for disabled people. Our report will include details of:

- Information we have gathered during the year
- How this information was used
- Action points completed during the year and those that are ongoing.

We will ensure that disabled people are involved in this process.

Revisiting the Scheme

Our scheme will be reviewed and revised after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.

Review date: Summer 2017

Senior Member of Staff Responsible _____

Designated Member of staff _____

Governor Responsible _____

Target	Action Needed	Responsible Person(s)	Available Resources	Measurable Impact	Arrangements for Monitoring and Evaluation
Raise awareness of the requirements of the Disability Equality Scheme	Inform senior staff and governors	Headteacher	ERYC guidance notes	Awareness raised	LEA
Gather information on pupils, staff, parents, carers with a disability	Audit of existing data and request for new information	Headteacher	ERYC questionnaire and school held data	Updated information	Headteacher's report to governing body
To ensure all school policies and procedures comply with the scheme	Review all policies and procedures	Headteacher and subject leaders	Management/subject leader time	Policies and procedures reviewed	Head teacher's report to governing body
Agree and publish the disability Equality Scheme	Working party to formulate scheme and governing body to approve	Working party	ERYC guidance notes	Disability Equality Scheme in place	Headteacher

Target	Action Needed	Responsible Person(s)	Available Resources	Measurable Impact	Arrangements for Monitoring and Evaluation
Curriculum	Review the curriculum to ensure disability equality issues are raised	Subject leaders	Planning audit	Disability equality issues are raised	Monitoring of T & L
Behaviour and exclusions	Ensure policy meets the needs of disabled pupils	Headteacher	Management time	Differentiated behaviour policy in place	Governing Body
Teaching and learning	Raise awareness of the QCA general inclusion statement and apply it to planning and teaching	Headteacher and teaching staff	QCA document. Management time	Staff aware of QCA general inclusion statement	Governing body
Data collection, monitoring and assessment	Identify pupils with disabilities and monitor their achievement	Assessment co-ordinator	Data. Co-ordinator time.	Tracking of pupils with disabilities in place	Headteacher
Lunchtime and educational visits	Review policy and procedures to ensure that all pupils, parents, carers and staff can participate	All staff	Staff meeting	Full participation if visits and activities	Headteacher

Medical and personal care needs	Consultation with parents and carers of disabled pupils to ensure procedures for administration of medication are carried out effectively	Admin staff and designated first aiders	Time	Care plans and procedures established	Headteacher
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