



## **REINWOOD JUNIOR SCHOOL**

### **Disability Equality Scheme**

**Date: January 2014**

**Review date: January 2017    Version no: 3**

#### **Introduction**

Reinwood Community Junior School welcomes its general responsibilities under the Equality Act 2010 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 Equality 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 Reinwood Community Junior 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. The school also has in place an equality policy and an accessibility plan.

#### **Definition of Disability**

The Equality Act 2010 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 Equality Act, 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 Equality Act 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.

All pupils on School Action plus, AN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. School action pupils will be included on a case by case basis. 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**

Reinwood Community Junior 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

We have taken our disabled pupils on a learning walk around school where feedback was recorded throughout in an informal manner

Key issues identified by our pupils were:

- The font used on the SMART board in some lessons is too small and is difficult to read if you sit at the back.
- Smaller pupils in Y5/6 find the larger seating/chairs uncomfortable
- Pupils with overlays say they help, could SMARTS have that colour background more often?
- Some of the library books are difficult to read.

#### **Disabled staff:**

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them.

We have asked all staff including kitchen staff, cleaners, office staff, teachers and support assistants to complete a questionnaire. Governors have also been asked to complete a questionnaire.

Key issues identified by our staff were:

- Some support staff wanted to be kept more informed about school.

#### **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.

We have made a note of specific parents with difficulties and will endeavour to ensure that parents evenings etc. are arranged in a manner which allows them to attend.

Disabled parents/carers suggested that the school needs to be more clearly signposted at reception.

### **Disabled members of the local community:**

Community groups (scouts) have used our facilities. They were asked to identify any barriers and suggest reasonable adjustments but felt the school and its grounds were very accessible.

All disabled stake holders have been involved in the development of this policy. Questionnaires have been sent out to all stakeholders and these have also been available on the website. Pupils have been on learning walks in small groups. Bi-lingual support has been offered and well used by parents seeking further clarification on the questionnaire. These have then formed the basis of the equality action plan. Examples of how we are making adjustments based on their views include; ensuring the disabled toilet is clearly signed at reception, issuing guidance to teachers about minimum font size to be used on SMARTS, putting photos of teachers/support staff working in each classroom on the classroom door, focussing on books which are more accessible to AN children in the library budget.

This policy will be reviewed on a three yearly basis. Reinwood Community Junior School is committed to carrying out its duties and the policy will be monitored by the ANCO.

### **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;
- 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 equality.

### **Pupil Achievement:**

Information on disabled pupils will be collected by the termly reviewing of ANP's and provision maps. Termly reading, writing and maths levels will be tracked on Integris G2; this will ensure that data for *all* disabled pupils will be captured. Half termly pupil progress meetings will monitor this.

### **Learning Opportunities:**

Pupils are set targets termly on ANP's if they are at statement or SA+. All pupils including SEN and disabled pupils have targets – please see assessment policy for further details. All educational opportunities are available to all pupils at school. Disabled pupils are encouraged to attend out of school clubs. Where necessary, L.S.A's are employed to facilitate the inclusion of disabled pupils in extra-curricular activities.

### **Admissions, Transitions, Exclusions:**

Disabled pupils have been over represented in our exclusion figures. The Headteacher is actively involved with behaviour management in school and uses her discretion when determining if a pupil should be suspended or excluded. Our behaviour policy is extremely effective, therefore any exclusion in the past 12 months relates to one particular child.

At admission, the G2 New student form is completed and parents are invited to give details of any medical concerns. When pupils and parents visit the school and meet with the Headteacher, enquiries about disability are made. For children entering from the infant school, transition meetings are held between the ANCO's and the Y2/3 class teachers and information is transferred between the schools through Integris. The Y6 leader meets with staff from the high schools to share transition information of which additional needs is a part.

### **Social Relationships:**

Relationships between different groups of pupils are a strength of the school. Disabled pupils are fully included in lessons and relationships encouraged and fostered by maintaining friendships groups involving disabled pupils when classes are re-mixed. Social skill development as part of the skills for life agenda is integral to our planning and all staff place a high priority on the development of relationships between all members of the community. Issues surrounding relationships are monitored initially by the class teacher, then the phase leaders and head teacher if necessary.

### **Employing, Promoting and Training Disabled Staff:**

Our staff are selected on their skills and abilities. Disabled staff are promoted and trained in line with the rest of staff with opportunities available to all. Responsibility for this rests with the Headteacher and governing body.

### **How we will assess the impact of our policies?**

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 rolling programme to review the impact of policies and this is contained in our action plan. This policy review will assess the impact of existing or proposed policies and practices in relation to their consequences for disability equality. It includes looking for opportunities for positive impact that may have been missed or that could be better exploited, as well as the detection of actual or potential negative impact for disabled people. Impact assessment is an on-going process, not something that happens just once, at the start or end of policy development, and should develop and evolve along with the policy.

We will monitor the impact of these policies through feedback from pupils and parents, outcomes such as increased participation of pupils with a disability in out of school activities and less obvious outcomes such as raised self-esteem of pupils through carefully selected curriculum material and lesson planning.

### **Reporting**

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual 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

This report will form part of the termly head teachers to governors.

### **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.

**Senior Member of Staff Responsible** Mrs A Binns

**Governor Responsible** Mrs T Field

### **KEY AREAS**

#### **Curriculum**

Equality and diversity issues are raised through the curriculum in each year group. Planning and the selection of resources include challenge to negative stereo-types and pupils are asked to consider issues surrounding disability throughout the curriculum. This includes specific work covered in SEAL/PHSCE lessons and anti-bullying week.

#### **Behaviour and Exclusions:**

Reinwood Junior School has a robust behaviour policy which is firmly adhered to by all members of staff. This has resulted in an excellent standard of behaviour throughout school and low incidences of bullying. The policy is differentiated for pupils with disabilities at the teacher's discretion though high standards are expected for all pupils.

#### **Teaching and Learning:**

All teaching staff are aware of the three main points of our inclusion statement; to set suitable challenges for pupils, respond to pupils' diverse needs and to overcome barriers to learning and assessment. Staff consistently apply these principles in their planning and

teaching. Planning is always available in advance for teaching assistants so that they can be confident in the aim of the lesson and the differentiation throughout.

### **Data Collection, Monitoring and Assessment:**

The achievement of disabled pupils is monitored individually (rather than by impairment) by the ANCo. Disabled pupils are identified on integris in the SEN category, this enables the generation of detailed reports. Disabled pupils achievements are tracked termly on ANP's. These achievements, like the targets, include wider achievements as well as academic attainment.

### **Lunchtime, After School Clubs and Educational Visits:**

The school wants all pupils, parents/carers and staff to participate in visits/activities. All visits/activities are planned with regard to pupils in the year group and alterations are made where required. Consultation is made between pupils, staff and parents/carers to ensure equality of opportunity. The school will fund additional ETA hours where appropriate to allow the inclusion of disabled pupils in after school activities.

### **Medical and Personal Care Needs:**

There is a school policy on the storing/administration of medication which is designed to ensure the safety of all pupils at school. Where pupils require the administration of medical procedure, the arrangements for this are made in consultation with the pupil, parent/carer and school.

### **Health and Safety:**

Evacuation procedures have been developed to ensure the safety of all pupils and staff. The school has a special carrier to take disabled pupils out of school. The school has a number of pupils with Healthcare plans; these include the administration of medicine where necessary. Pictures of pupils with healthcare plans are displayed in the staffroom and lunchtime supervisors boxes so they are known by all staff.

### **Participation and Engagement**

Disabled pupils are encouraged to volunteer for positions of responsibility in class and school. These include class monitor responsibilities, lunch time monitors, play leaders, office monitors, school council and eco-rep. Teachers can use their discretion to positively favour disabled pupils. All governors are aware of their statutory responsibility to promote disability equality.

### **Eliminating Harassment and Bullying**

The school has an anti-bullying policy which targets all forms of bullying.

## **Employment**

The school provides reasonable adjustments for disabled staff. There are disabled parking spaces and toilet and lifts to access the building and on each set of stairs. All staff are expected to make medical appointments outside work hours where possible. However, disabled staff are allowed additional time off for treatment for their condition if necessary by liaising with the Headteacher.

## **The Governing Body**

Minutes from the governing body are held in the Headteachers office. Parents are well represented through parent governors, vacancies are always advertised to all parents as they arise. The disability equality policy is discussed at governors meetings.

## **Contractors & Procurement**

Contractors are responsible for employing their own staff. Catering staff are aware who has food allergies and promote disability by catering for all apart from nut allergies.

## **DISABILITY EQUALITY SCHEME ACTION PLAN**

The action plan should also include the priorities of disabled people consulted.

Action Plan

## REINWOOD JUNIOR SCHOOL DISABILITY EQUALITY SCHEME ACTION PLAN

Target	Action Needed	Responsible Person (s)	Timescale	Available Resources	Measurable Impact	Arrangements for Monitoring and Evaluation
To ensure that the views of stakeholders are taken into account in the development of this action plan	Questionnaire compiled/distributed to stakeholders  Learning walk to be carried out with pupils	ANCo	Annually	AN budget  AN admin time  Workroom	Stakeholders respond to questionnaire  Pupils have the opportunity to be 'heard'	ANCo will monitor results of questionnaire  DES will include references to stakeholder suggestions
To ensure that all disabled pupils make progress in reading, writing and maths	Termly assessment meetings with HT/Assessment co-ordinator  ANP reviews  Annual reviews	ANCo	Termly		Disabled pupils are closely monitored which allows barriers to be identified and removed more quickly	ANCo to review individuals termly and identify/implement appropriate interventions in liaison with class teacher
To ensure that and future building development complies with our Equality Act responsibilities	Meetings between HT/Kirklees representatives	HT	Ongoing until build is complete		New building is accessible to all	HT to scrutinise plans and ensure accessibility is a priority in buildings meetings.

## Equal Opportunities

Kirklees LA requires all its schools, colleges and services to promote racial and sexual equality, harmony, understanding and justice. We promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and

other groups with protected characteristics) through the effective spiritual moral, social and cultural development of pupils, including through the extent to which schools engage their pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community.

The staff and pupils at Reinwood Junior School uphold this requirement and act accordingly.

### Positive Mental Health and Wellbeing

We aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

We aim to recognise and respond to mental ill health by developing and implementing practical, relevant and effective mental health policies and procedures. We aim to promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

### Version History

<b>Version</b>	<b>Date</b>	<b>Change</b>	<b>Author</b>	<b>Approved</b>
2	November 2010	Updated	Mrs Binns	
3	January 2014	Updated	Mrs Binns	January 2014

### Reviewing the Policy

This policy will be reviewed in three years.

### Signed

