

Cherry Dale Primary School

Cudworth Barnsley



## Disability Equality Scheme

**Incorporating:**

Disability Equality Scheme Action Plan

Gender Equality Scheme

Racial Equality Policy

## **OVERVIEW**

It is the policy of Cherry Dale Primary School to promote equity and diversity in all areas of our life and work. We will not tolerate discrimination on unlawful or unfair grounds. All will be treated equally and given equal access to the curriculum and life of the school. All will have equal opportunity to benefit from all that we offer. Our intention is to develop an ethos in which all will thrive. Diversity and differences will be valued and respected by all and they will contribute to the richness of our school life and learning.

**This Disability Equality Scheme (DES) should be read in conjunction with:**

- The LA admissions policy
- The School Prospectus
- The Behaviour Policy
- The Inclusion policy
- The SEND Information Report
- The Accessibility Policy and Action Plan
- The DES Action Plan

## **OBJECTIVES**

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
2. To ensure that teaching and learning promotes equity, celebrates diversity and promotes community cohesion.
3. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their gender, colour, race, age, ethnic or national origin, disability or religious beliefs.
4. To recognise and celebrate diversity within our community whilst promoting community cohesion.
5. To ensure that those with management responsibility and individual staff accept responsibility for the planning, organisation and delivery of appropriate educational material to ensure that this policy for equity and diversity is woven into all we do.
6. To ensure that learners and parents are fully involved in the provision made by the school.
7. To ensure that within the school budget appropriate funding is provided to underpin this policy.

## **STRATEGIES**

1. Monitoring, evaluation and review carried out by the Senior Leadership Team and Governors will ensure that procedures and practices within the school reflect the objectives of this policy.
2. Parents will be involved and consulted about the provision being offered by the school.
3. Teachers will ensure that their planning, teaching and learning takes account of this policy and ensures that equity underpins all their work.
4. The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognised as a rich resource for teaching, learning and the curriculum.
5. INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials.
6. Opportunities to enhance the curriculum with outside speakers and visits in order to develop children's understanding of the global community will be sought.
7. Active contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
8. The positive achievements of all pupils will be celebrated and recognised.

## **OUTCOMES**

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated as favourably as others and the school will make all the reasonable adjustments necessary to promote equity and community cohesion. Learners from all backgrounds will be treated as equal and valued members of the school community

## **Disability Equality Scheme**

Cherry Dale Primary School will not treat disabled pupils less favourably and the school will make reasonable adjustments for disabled pupils.

### **Definition of Disability**

*'A physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'*

The school will promote disability equality by carrying out the general duties of:

- eliminating discrimination and harassment related to disability;
- promoting equality of opportunity between disabled people and other people;
- promoting positive attitudes towards disabled people;
- encouraging participation of disabled people;
- taking steps to take account of disabled peoples' disability.

### **Ensuring Equal Access**

The School works to remove physical, curriculum and information barriers for disabled people and by making Reasonable Adjustments.

These could include:

- Provision of disabled parking spaces
- Availability of information in large print or, where possible, other media
- Familiarising our staff with the range of conditions covered by the Disability Discrimination Act
- Provision of disabled changing and toilet facilities and showers for students
- Differentiation of the curriculum for students with learning disabilities, and additional accommodation of other disabilities
- Plus any other reasonable adjustments that are deemed necessary

At Cherry Dale Primary 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. We will not discriminate in terms of admissions and exclusions, in fact in all aspects of school life. 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. The school will involve disabled people in the development of a disability scheme which will be monitored and reported on.

### **How disabled people will be involved in the scheme?**

Cherry Dale Primary School recognises the importance of involving disabled people in the development of our Disability Equality Scheme. We will involve disabled people in the following ways in order to identify priorities and barriers:

- By actively engaging with pupils and parents/carers verbally and through the use of questionnaires
- Through PSHCE lessons and informal conversations
- Through formal and informal meetings with staff

When the views, barriers and priorities of disabled pupils, disabled staff, disabled parents/carers and other disabled members of the local community have been collected and identified, actions will be sanctioned as part of our Disability Equality Scheme (an appendix to our SEND Action Plan).

Information gathering will be an ongoing process through a range of sources in order to identify the actions we need to promote disability equality. We recognise that our policies and practices may impact on disabled people particularly in terms of recruitment, development and retention of disabled employees as well as the educational opportunities available to them and the level of achievement. As part of the recruitment process

we collect information on disability to add to our data base on existing staff. This is to identify needs and put in place any actions required.

Through information supplied by parents/carers and other external agencies we identify pupils with disabilities. The school is able to monitor the progress of these pupils through accurate tracking systems. The school is proactive in creating opportunities for pupils to feel comfortable in raising issues or difficulties they may have as a result of their disability.

As an integral part of the school procedures the school will collect information on:

- Enjoyment levels of different activities
- Levels of behaviour/anxiety
- Areas of the curriculum which present particular challenges
- Areas of the curriculum that have impeded access
- Aspirations
- Transition between schools
- Access to school trips
- Involvement in After School Clubs
- Exclusion figures
- Social interactions between disabled and non-disabled pupils

We will be proactive in making contact with parents so that they are able to share information about their own disabilities. This will help us communicate more effectively with them and allow us to support children in school who are acting as carers at home.

All information will be confidential and only shared on a need to know basis.

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

Policies will be reviewed as part of an ongoing cycle by the Governing Body. The School Accessibility Plan will be monitored by the Senior Leadership team and revised **every 3 years**.

The impact of actions will be reviewed as part of the monitoring and evaluation process in the SEND Action Plan. Our SEND Action Plan ensures that we fulfil our general and specific duties under the Disability Equality Duty. Our Accessibility Policy and Plan is incorporated into our Disability Equality Scheme. The priorities for the SEND Action Plan are based on the collection of views as well as an audit of existing practice.

#### **Links to other policies**

Equal Opportunities Policy, Teaching and Learning Policy, Recruitment Policy

#### **Gender Equality Scheme**

At Cherry Dale Primary School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At Cherry Dale Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

#### **The school will promote gender equality by carrying out the general duties of:**

- Eliminating unlawful discrimination and harassment and taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act;
- Taking active steps to promote equality of opportunity between men and women when carrying out their functions and activities.

In addition to this, the school will not discriminate on the grounds of sexual orientation.

**The school will carry out the specific duties of:**

- publishing a Gender Equality Scheme (GES) identifying Gender Equality goals and actions to meet those goals
- consulting with employees and stakeholders in the development of the GES
- monitoring and reviewing its progress and reviewing it every three years
- publishing an annual report on the progress of the Action Plan
- monitoring the implementation of all legislation and major policy developments related to gender equality and report on their impact

The Gender Equality Scheme will be in addition to the School Pay Policy that includes equal pay and measures to address promotion and personal development.

**The Gender Equality Duty (GED)**

In carrying out the GED the school will assess the impact of all policy developments and practices to ensure that they do not discriminate against either sex or maintain or lead to gender inequality.

In complying with the Gender Equality Duty the school will monitor the following to ensure there is any adverse effect on children or staff:

- Achievement of pupils by gender
- Staff satisfaction levels by gender
- Distribution of staff pay scales

**Involvement and consultation**

The school will consult with pupils, staff, trade unions and service users in the development of our Gender Equality Scheme by:

- organising meetings, feedback slips, questionnaires, formal and informal discussions with pupils, parents/carers and staff.

**How we will assess the impact of our scheme and Action Plan?**

The scheme will be reviewed as part of an ongoing cycle by the Governing Body. The Action Plan will be monitored by the Leadership team and revised every 3 years. The impact of actions will be reviewed as part of the monitoring and evaluation process in the Action Plan and corrective measures put in place, if required.

Our Gender Equality Action Plan ensures that we fulfill our general and specific duties under the Gender Equality Duty. The priorities for the Action Plan are based on the collection of views as well as an audit of existing practice.

**Links to other policies**

Equal Opportunities Policy  
Teaching and Learning Policy  
Recruitment Policy  
Pay Policy  
Behaviour Policy

**Racial Equality Policy**

Although our community is largely a monoculture, at Cherry Dale we take pride in our inclusive ethos, where discrimination is not an option. Opportunities are actively sought to provide our children with wider cultural experiences.

*At Cherry Dale Primary School we have a vision for excellence which places children at its centre, instilling in them a lifelong love of learning as moral caring individuals who are sensitive to the needs of others. A vision which promotes outstanding achievement and progress, outstanding behaviour and attitudes to learning, and outstanding teaching throughout school which embraces high level of care and personal support for pupils,*

*coupled with excellent guidance and academic challenge. All of which is supported by an outstanding Leadership Team which works hard to ensure that school goes from strength to strength. To achieve this we have developed a supportive and caring ethos and a flexible, challenging and purposeful curriculum that is relevant to our children and prepares them for the responsibilities and experiences of life. (Vision Statement, 2014).*

### **Racial Equality Statement**

Cherry Dale Primary is a school where we have a commitment to justice in order to educate our children and enable them to make their proper contribution to society.

### **Cherry Dale Primary School:**

- is opposed to all forms of racism which seek to disadvantage or discriminate persons on the grounds of colour, culture or ethnic origin;
- will continue to re-appraise and develop its organisation and curriculum in order to create an ethos that meets the needs of all its pupils;
- will endeavour to provide an environment where the pupils can achieve their full potential spiritually, morally, socially, intellectually, emotionally and physically;
- will not tolerate racist behaviour such as name calling, stereotyping of any ethnic group, insulting remarks, offensive graffiti, undue pressure on individuals and bullying;
- will not use literature that is racially bias and dependent upon stereotypes, nor will it allow the distribution of racist literature or pamphlets or permit the wearing of racially offensive symbols;
- will take immediate and positive action against any racist offences whoever may be the perpetrator. Those responsible will be made aware of the school's opposition to racism and reasons will be given. Sanctions will be applied as judged appropriate according to the circumstances and having in mind a positive outcome following guidance from the Local Authority.

In light of the above, Cherry Dale Primary School, is aware of the need to publicise its Racial Equality Policy and code of conduct. It will keep them under review and maintain a system of monitoring their effectiveness.

### **Review**

The Governing Body will review this policy every 3 years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy will be reviewed in January 2020.

Policy agreed by the Governing Body \_\_\_\_\_

## Appendix 1 – Parent/Carer Questionnaire

Dear Parent/Carer,

As you may be aware, the Disability Discrimination Amendment Act (2005) is in force and places important responsibilities on schools.

You're disabled under the Act if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

This includes the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger
- Some long-term conditions (e.g. cancer, diabetes, epilepsy, HIV, multiple sclerosis)

All schools are under a duty to:

- promote equality of opportunity between disabled people and other people
- stop unlawful discrimination
- stop harassment of disabled people that is related to their disabilities
- promote positive attitudes towards disabled people
- encourage disabled people to participate in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

To help achieve these aims, all schools must produce and publish a Disability Equality Scheme. In addition, the scheme must include a statement about the way in which disabled people have been involved in the development of the scheme.

**We are therefore asking those people who consider themselves to be disabled, as well as parents or carers of pupils who would consider themselves disabled to help us by completing this questionnaire (overleaf).**

Thank you for taking the time to help us make our school a more inclusive place.

Kind Regards,

*Miss Lora Wilmott*  
SENDCo

**Disability Equality Questionnaire (to be returned)**

**1. How would you describe your/your child's impairment?**

**2. Are there any ways in which our school currently makes it difficult for you/your child to participate in school life (for example to come into the school or to read information)?**

**3. Are there any ways in which the school could help you/your child to participate in school life (for example to come into the school or to read information)?**

**4. Are there any other ideas you have about ways in which our school could carry out any of the duties listed in the letter?**

**5. Are there any other ways in which you think the school should involve disabled people in the creation of our Disability Equality Scheme?**

*You are welcome to return this form anonymously. If you would like us to contact you please let us know how you would like us to do this.*

Name (optional) \_\_\_\_\_

Contact details (optional): address / telephone / email

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## Appendix 2 – Pupil Questionnaire

	Please tick (✓)		
	Yes	Don't Know	No
1. I like coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know what to do if someone is unkind to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have friends at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel safe at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I know who to go to if I feel scared or worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I know what the school rules are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I know who to ask for help in lessons if I need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Adults in school listen to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I treat all the children in my class fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My teacher treats all the children in my class fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I can get to places in school easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know what my targets are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My teacher praises me when I do something well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I feel good about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Help given to me in class makes my work easier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I feel confident in doing my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I go to an after school club or lunch time club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you want to tell us anything else about school then please write it below:

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## Cherry Dale Primary School Disability Equality Scheme Action Plan

**Spring 2017 – Spring 2020**

Duty	Objective	Lead	Monitoring	Outcome	Resources
Eliminate discrimination that is unlawful under the Act;	To complete review of all policies	HT/SLT/governing body	Governing body	Governors satisfied policies do not create barriers to equality of opportunity	Presented at Staffing and Curriculum Governors
	To establish annual information gathering and reporting systems	HT/SLT/Admin staff	HT/governing body	Governors are satisfied their strategic planning is informed by rigorous and secure data	Admin time RD time with Safeguarding Governor
Eliminate harassment of disabled persons that is related to their disability	To review Anti-Bullying policy  Date: Feb 2017 Again in Feb 2020	HT/SLT/governing body	Governing body	Procedures in place to enable the elimination of harassment of disabled people	Presented at Staffing and Curriculum Governors
	Monitor the incident log in relation to disability related bullying and harassment incidents	Safeguarding Lead/SENDCo	HT/Governing body	Governors are satisfied their strategic planning is informed by rigorous and secure data	Admin time Termly meeting with Safeguarding Governor
Promote equality of opportunity between disabled people and other	Gather information relating to the opportunities provided to all people in	SENDCo	HT/ Governing body	A full range of pupils engaged equitably in in and out of school activities	Admin time

<p>persons To take account of disabled persons' disabilities, even where this might sometimes involve treating disabled persons more favourably than other persons.</p>	<p>relation to up take by disabled people. This to include the review out of school activities in terms of range of pupils engaged.</p>			<p>Governors are satisfied that they have accurate data on the up take of opportunities by all groups of people</p>	
<p>Promote positive attitudes towards disabled persons</p>	<p>To review policies, procedures and communication to ensure promotion of positive attitudes</p>	<p>HT/All staff/All governors</p>	<p>HT</p>	<p>School conforms to spirit and letter of the Act</p>	<p>Time</p>