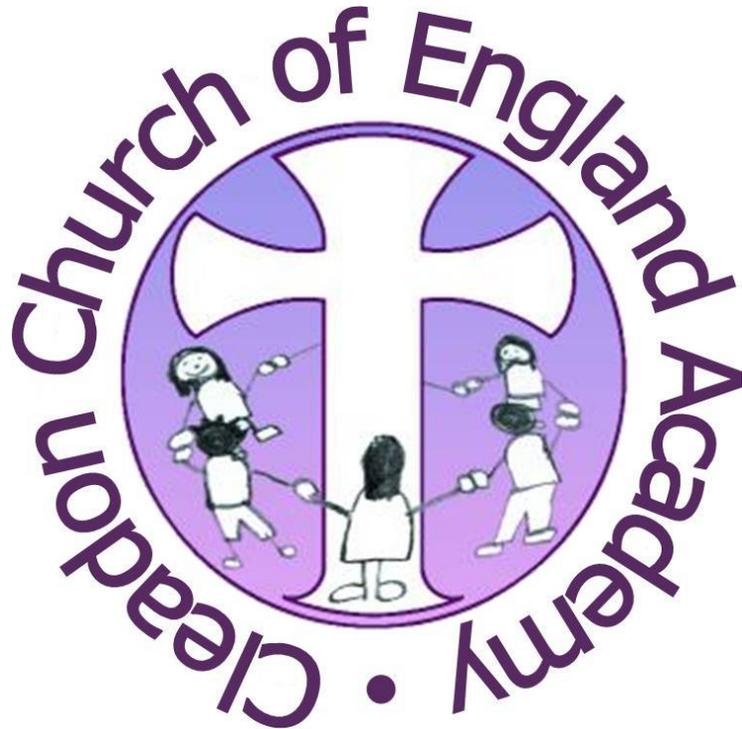


Cleadon Church of England Academy



Cleadon Church of England Academy Disability Equality Scheme

Policy Reviewed and Adopted by Governing Body:
Approved:
Date of Next Review: Spring 2020

Cleadon Church of England Academy

Disability Equality Scheme

Mission Statement

Guided by our caring Christian ethos, we all work together to equip everyone with the skills, attitude, creativity and motivation to become happy successful lifelong learners and respectful global citizens.

Ethos Statement

The school aims to preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

The school is committed to ensuring equal treatment of all employees, pupils and any others involved in the school community, with any form of disability.

The school will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

(Link to Equal Opportunity Policy)

Definition

Disability is a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities. (Disability Discrimination Act - DDA 1995 Part 1 Para 1.1)

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs to 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.

This includes "hidden" impairments, such as mental illness, dyslexia, autism, speech and language, ADHD (Attention Deficit Hyperactivity Disorder), diabetes or epilepsy.

Disability is said to have an adverse effect 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
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

We understand that the definition of disability under the act is different from the eligibility for special educational needs provision. This means that disabled pupils may or may not have special educational needs.

The General Duty

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act.
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons this means not representing people in a demeaning way and it also means not pretending they don't exist and not representing them anywhere at all.
- Encourage participation by disabled people in public life.
- Respect the wishes of disabled children so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities even when that involves treating disabled persons more favourably than other persons.

(DDA 2005 S.49A)

How we will meet the General Duty and Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life.

Strengths and weaknesses

Strengths

- Our modern school building, opened in September 2007, offers equal access to disabled staff, pupils and other members of school community.
- It is a caring school characterised by a strong Christian Ethos.
- We are developing links with community and charitable organisations, such as: Guide Dogs for the Blind and Pinfold Court (Sheltered housing for elderly people).
- We have established multi-agency links, to promote inclusion, including links with the Hearing Impairment Unit, Palmer's Hospital DCD Service, the Educational Psychology Service, School Nurse, Educational Welfare Service and the Speech and Language Service.
- Our PHSE and Citizenship work promotes pupil understanding and positive attitudes towards people with a disability.

Weaknesses

- Due to the current and past pupil intake, there is little staff experience of working with children with physical disabilities. All staff however have experience of teaching children with a wide range of Special Educational Needs, including Dyslexia, ADHD and Dyspraxia.

Involvement of Disabled People in Developing the Scheme

- This scheme has been developed following consultation.

Developing a voice for disabled pupils, staff and parents/ carers

- For parents/ carers of pupils with SEN we hold SEN Support Target review meetings three times a year.
- Pupils are also involved in the setting of their SEN Support Targets.
- Disabled pupils, staff and parents are actively encouraged to participate in school life, as members of the School Council and Governing Body.

The Governing Body

- Governing Body proceedings are fully accessible.
- They are held in the school which is fully accessible for disabled people.
- Written information is presented and can be adapted into different formats.
- There are parent governors who liaise with parents and who represent the views of parents.
- Foundation governors liaise with the church and community.
- Because of our Equal Opportunities Policy disabled people have an equal opportunity of becoming governors.

Removing barriers

Physical

- The new school building promotes inclusion, through the accessibility of all areas, inside and outside of the building.
- There is wheelchair access to all areas of the school.
- There are allocated disabled parking bays in the school car-park and more parking bays will be temporarily allocated for disabled parking, when required.
- Facilities in school include four disabled toilets and an accessible shower.
- The building has a hearing induction loop installed.
- All signs are clear throughout the school and toilets have Braille signs.

Curriculum

To ensure that all pupils are included we:

- Plan appropriate amounts of time to allow for the satisfactory completion of tasks.
- Plan opportunities, where necessary, for the development of skills in practical aspects of the curriculum;
- Plan, where necessary, to develop pupils' understanding through the use of all available senses and experiences;
- Plan for pupils' full participation in learning and physical and practical activities.
- Ensure differentiation is used when planning lessons
- Identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals, and adapt the curriculum accordingly.
- Use tools such as I-pads or computers, to ensure they can record their work in an alternative way.
- Provide for pupils who have difficulty with communication, language and literacy, or access advice and support from other agencies to support this.
- Help pupils manage their behaviour; through SEAL strategies, PSHE lessons and our Behaviour Management Policy of rewards and consequences.
- Help individuals to manage their emotions and to take part in learning.
- To support the pupil in accessing all areas of the curriculum, regardless of disability.
- To support inclusion in other areas of school life, eg visits and assemblies.

Communications

- Any letters from school are available in a larger print if required.
- All letters are emailed to parents, who have requested this facility.
- If requested, a member of staff would read any written communications to a parent.

Disability in the Curriculum, including teaching and learning

To promote the development of positive attitudes towards people with disabilities we:

- Continue to promote general awareness of Social and Emotional skills through PSHE lessons, as well as discussing issues around equality such as valuing diversity. Circle times, and worship times are also used to promote positive values and relationships.
- The use of positive resources and role models, throughout the curriculum, to promote disability awareness is also being extended.
- Continue to foster positive attitudes and awareness of disabilities through our work with organisations such as; Guide Dogs for the Blind.

Eliminating harassment and bullying

- It is the duty of the school to challenge all types of discriminatory behaviour, for example:
- Unwanted attentions (verbal or physical)
- Unwanted or offensive remarks or suggestions about another person's appearance, character, race, ability, disability, sexuality or gender.
- The Anti-Bullying Policy states clearly that bullying of any person will not be tolerated.
- "At Cleadon Church of England Academy staff, parents and children work together to create a happy, caring, learning environment, Bullying, whether verbal, physical or indirect will not be tolerated."

Reasonable Adjustments

Cleadon Church of England Academy makes reasonable adjustments to ensure appropriate provision for those with individual needs. Reasonable adjustments include:

- Opportunities for children to move around, between activities, are very effective and have proved to aid pupils' concentration.
- Individual children also have benefited from targeted support, in the classroom, with planning and organisation.
- Pupils with motor control difficulties have benefited from using sloped writing surfaces and pencil grips.
- Availability of a range of PE equipment, to meet the needs of all children.
- Use by some children, with dyslexia, of word-processors, during writing tasks.
- Use of acetate overlays to support reading for some children.
- Use of targeted ICT resources, including Nessy, on a regular basis.
- Inclusion support by classroom assistants through Inclusion Funding.
- Application for SATS concessions for KS2 SATS, in accordance with assessment guidelines.
- Support for transition during different stages of school life, through the LEA Emotional Resilience Officers.
- Personalising curriculum and activities to meet the needs of individual children.

- Involvement with parents through regular review meetings and, for some children, the use of behavioural Home-School Books.

School Facility Lettings

- The school is used by community groups and PTFA for functions including Christmas Fayres, Family events and keep-fit classes. It is also used for community events such as concerts.
- To ensure inclusion, additional disabled parking bays would be allocated during a letting for a function.

Contractors & Procurement

- Cleadon Church of England Academy is an Equal Opportunities employer. All job adverts state that all applicants will be considered equally, subject to the requirements of the job.

Information, Performance and Evidence

Pupil Achievement

- Information is based on pupil progress. Monitoring procedures are rigorous and pupils are assessed through informal day to day assessments as well as more formal termly assessments. Statutory tests and assessments are carried out the end of Foundation Stage, KS1 and KS2. The school's tracking system is used to track individual and year group achievements, as well as specific groups of children, including those with a disability. The detailed analysis of external data is used to identify the performance of all groups of pupils. A base-line assessment is also completed in the Foundation Stage, so that value-added progress can be monitored.

Learning Opportunities

- The school's equal opportunities policy ensures all pupils, including those with learning difficulties or disabilities, as well as pupils with other disabilities, have equal access to activities and opportunities offered within school.

Admissions

The Governing Body will ensure that disabled pupils are not discriminated against:

- through the criteria they determine for admission to the school, including criteria used where the school is oversubscribed; and
- by refusing, or deliberately not accepting, an application from a disabled person for admission to the school.
- Once places have been allocated, parents/ carers also have a detailed discussion with the class teacher, and SENCO, regarding any SEN or disabilities their child may have.

Transitions

- All pupils transfer to KS3 at the end of Year 6. The majority of pupils transfer on to Whitburn Academy with a small group of pupils move into private education each year.
- If there are children with a learning difficulties or disabilities who require support during this transition time the school can apply to the Local Education Authority for a transition mentor to be assigned, and in recent years the school has acquired transition support for several pupils. This decision for allocation rests with the Local Education Authority.

Employing, promoting and training of staff

- The development needs of those staff, who identify themselves as disabled, will be discussed with the Principal on a regular basis.
- Where necessary, support staff time will be allocated, relevant to the disabled member of staff's needs.
- Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff.
- Within the constraints of financial resources the school aims to make adjustments to the premises to enable the member of staff to teach effectively.

Staff Training

- Training has been given to senior staff to ensure understanding of the DDA and SENDDA (Special Educational Needs and Disability Act) and how actions at school level may be undertaken to ensure inclusion of disabled members of staff and pupils.
- All staff (teaching and support staff) must attend training regarding duties to disabled members of staff and pupils under the DDA and SENDDA, and to attend up-dating sessions when deemed necessary by the Principal.
- Regular staff training will be undertaken regarding the particular learning needs of disabled pupils.
- Support staff working with disabled members of staff and pupils will be given relevant training.

Monitoring and Review

Evidence to be Monitored

- Disabled pupil attainment – Effectiveness of reasonable adjustments
- Recruitment, retention and career development of disabled staff
- Admissions of disabled pupils
- Exclusions of disabled pupils

Staff

- Procedures are in place for disabled staff to discuss problems and needs with relevant senior staff.

- The needs of disabled members of staff will be taken into account in the school's Performance Management system (both teaching and support staff). The system enables the Principal to appraise the effectiveness of the school's treatment of disabled staff.

Pupils

- The School will monitor the progress, attainment and exclusions of pupils with disability.
- Incidents involving pupils with disability will be monitored and any overt or unintended discrimination will be identified, reported, and dealt with by senior staff.

Governing Body

- The Governing Body will review the effectiveness of its policies and the school's procedures annually to ensure full compliance with the **Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001)** through its annual cycle of review.

Reviewed: Spring 2018

Review Date Spring 2020

Senior Member of Staff Responsible: Miss Merrin

Designated Member of Staff: Miss Merrin

Governor Responsible: Mrs Lawson

Disability Access Scheme Action Plan

| Priority | Action Required | Success Criteria | Timescale | Responsible Person (s) |
|---|---|---|-----------|--|
| <p>Continue developing positive attitudes towards people with a disability, through cross-curricular resources and planned PSHE curriculum.</p> <p>Also use of Role Model Display to celebrate all role models.</p> | <p>Identification of positive resources for use throughout school, promoting positive attitudes towards disability.</p> <p>Promotion of positive disabled role models, eg athletes, scientists etc planned into curriculum.</p> | <p>To promote positive attitudes to disability through school environment and resources.</p> <p>To promote people with disabilities as role models.</p> | Ongoing | J Merrin Subject Leaders |
| <p>To continue whole Staff Training to address specific SEN and disabilities. (particularly to identify in training needs identified for new staff)</p> | <p>Identify staff training needs – particularly for new staff, in light of identified pupil needs in school.</p> <p>Arrange staff training sessions for identified needs.</p> <p>Use of inclusion resources for training, if appropriate.</p> | <p>Knowledge of strategies and resources to use with children with specific, SEN needs or disabilities.</p> | Ongoing | SEN team/ training will be delivered by external agencies (for example Educational Psychology Department) |
| <p>To monitor disabled pupil participation in extra-curricular activities, such as after school sports</p> | <p>Audit uptake of clubs and after school activities.</p> <p>Identify possible reasonable adjustments that may lead to</p> | <p>Increase of disabled pupils participating in after school activities.</p> | Ongoing | SMT Office Staff External |

| | | | | |
|---|--|---|-------------|---------------|
| and musical clubs, aswell as monitoring participation in residential activities. | increased participation by disabled pupils. | | | providers |
| To investigate the installation of smoke alarms which have auditory and visual signals. | Costing of adaption to existing smoke alarms, to provide flashing lights as well as warning sirens, thus enabling people with hearing disabilities to be alerted to alarm. | Possible installation of warning lights to existing smoke alarm system. | Autumn 2017 | SMT Directors |