



Valence Primary School

Disability Equality Scheme and Accessibility Action Plan

November 2018 -2019

Valence Primary School is committed to ensuring equal treatment of all its pupils, employees and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We aim to develop a culture of inclusion and diversity in which disabled people are able to participate fully in school life. The achievement of disabled children will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. At Valence Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

Definition of disability

The Disability Discrimination Act 1995 and Special Educational Needs and Disability order 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that 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 effect on his/her ability to carry out normal day-to-day activities.
- The Autism Act 2011 has amended the DDA clarifying whether the term disability applies to Autism. It makes it clear that a condition which has a substantial and long-term adverse effect on someone’s ability to take part in normal social interaction or in forming social relationships can constitute a disability.

General Duties

At Valence Primary School we will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life. It is also important to 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 where that involves treating disabled persons more favourably than other persons.

This is also known as the Disability Equality Duty (DED) and applies to all disabled children, staff and those using services provided by Valence Primary School.

In addition to the above general duty to promote Disability Equality, Valence Primary School has specific duties placed on it to:

- Appraise and update the Disability Equality Scheme Annually.
- Report on progress annually

Specific Duty

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty of producing a Disability Equality Scheme for Valence Primary School. The specific actions currently being taken include:

<p>Involvement of disabled people in developing the scheme</p>	<p>Valence Primary School will consult with disabled children, staff and service users in the ongoing development of the Disability Equality Scheme by:</p> <ul style="list-style-type: none"> • IP and Annual Reviews with SEND children/parents • Analysis of available school disability data • Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of disabled children • Meeting with parents at consultation evenings • Consultation of staff at key meetings throughout the year
<p>Developing a voice for disabled children, staff and parents/carers</p>	<p>Valence Primary School is developing opportunities for disabled children, staff and parents/carers by:</p> <ul style="list-style-type: none"> • Including children and parents/carers in review meetings • Including children and parents/carers in school questionnaires • Class teachers discussing issues regularly with children (via PHSE and SEAL). • Use of the School council. • Having a cycle of agenda items at Governing Body meetings to discuss issues.
<p>Encouraging participation in public life by disabled people</p>	<p>Valence Primary School ensures that disabled children are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> • Collective Worship • Performances • Sports activities • School council <p>Disabled children are included fully in normal school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.</p>
<p>Eliminating harassment and bullying</p>	<p>Valence Primary School has a clear policy on anti-bullying (Dealing with conflict) which includes bullying of disabled people. This policy was last reviewed in November 2018 and is due for review in 2019.</p>
<p>Promoting positive attitudes towards disabled people</p>	<p>Valence Primary School promotes positive attitudes towards disabled people by:</p> <ul style="list-style-type: none"> • Ensuring displays and resources reflect diversity • The curriculum positively promoting difference. • Teachers taking into account IPs when planning lessons • Use of outside agencies to support staff training • Using newsletters and web pages to promote policies

<p>Removing barriers</p>	<p>Valence Primary School removes barriers by:</p> <ul style="list-style-type: none"> • Not excluding disabled children from school trips unless a full risk assessment indicates that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried out for chosen trip locations. • Ensuring that all areas of the curriculum can be delivered from all classrooms. • Having appropriate seating available to provide necessary back support where required. • Installing Interactive Whiteboards at a height to allow use by wheelchair users. • Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children. • Ensuring disabled children have access to extra curricula activities • Having disabled toilets planned for any future changes to children's toilets • Should it become necessary, Braille signs for visually impaired children will be installed • Using ramps to make all areas of the school accessible. • Having an up to date Disability Access Plan • Teachers adapting, where possible, resources and techniques to suit a wide range of learners. • All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEND children. • Following SATs guidelines to ensure that disabled children have the same opportunities as their peers. • Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service • Using external advisers to support IP/PSP meetings. • Using external advisers to assist with planning of PSHE programme where appropriate • Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school. • The Bonham Road Site has three disabled toilet facilities, five access ramps and one wet room. • Both St Georges Rd and Bonham Road have accessible toilet facilities, access ramps and wet room. • Painting obstacles outside the school in yellow paint for visually impaired pupils.
<p>Impact Assessment</p>	<p>Valence Primary School undertakes Disability Equality Impact Assessments through two specific activities:</p> <ul style="list-style-type: none"> • The school will use existing procedures for reviewing the impact of provision for disabled children e.g. IP/Annual Reviews. • External validation with Primary Talk Accreditation and communication friendly school
<p>The Governing Body</p>	<ul style="list-style-type: none"> • Governors meetings will be held in locations that are accessible to disabled people when the need arises. • Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website and newsletters. • Parents/carers are invited to information evenings. • The School and Governors consult with parents/carers through questionnaires.

<p>What disability data is currently collected</p>	<p>Valence Primary School currently collects the following disability data (qualitative and quantitative)</p> <ol style="list-style-type: none"> 1. for all children, including those with additional needs:- <ul style="list-style-type: none"> • admission forms • The total number of children • Home and contact details • Outcomes of lesson observations in place to ensure that there is a consistent process for monitoring all teaching 2. for children with additional needs:- <ul style="list-style-type: none"> • SEND IP/Annual Reviews • SEND Register • Integration of disabled children including access to the curriculum 3. For staff:- <ul style="list-style-type: none"> • The total number of disabled staff • Number of appointments of disabled staff
<p>Reviewing and monitoring</p>	<p>The above data is reported to a number of bodies such as:</p> <ul style="list-style-type: none"> • Health and Safety Governor • Leadership Team • Local Authority

The next scheduled review will be – November 2019

Approved by Governors on (date).....

Signed by Chair of Governors.....