

Disability Equality Scheme/Access Plan 2017-2020



**Co-operative
Education
East**



**Thompson
Primary School**

Thompson Primary School

1. Introduction:

The Equality Act (2010) makes it unlawful for the responsible body of a school

- to discriminate against, harass or victimise a pupil or potential pupil

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service
- by excluding a pupil or subjecting them to any other detriment

- to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

Definition of disability:

The Act defines disability as when a person has a 'physical or mental Impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that every school in Norfolk has disabled pupils, staff members and service users.

Thompson Primary School fully supports the vision of Norfolk Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Thompson Primary School endorses the Norfolk Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Thompson Primary School

- Is committed to equal opportunities in every area of school life
- Recognises the importance of equality for all pupils and staff
- Will continue to build on its good practice in Disability Equality

Reasonable Adjustments

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

2. Involving disabled people:

2.1 Thompson Primary School has involved disabled pupils in the development of this scheme by:

- Personal interviews to accommodate particular communication needs
- Asking parents in relation to those too young (ie EYFS) to understand what is being asked.
- Annual EHCP reviews.
- Pupil questionnaires

2.2 Thompson Primary School has involved disabled staff in the development of this Scheme by:

- Personal discussions

2.3 Thompson Primary School has involved disabled parents and other users of the school by:

- Requesting involvement via Class dojo
- Parent questionnaires
- Informal chats at parents' evenings or at the school gate

2.4 As a result of our consultations we have found out that:

- Generally, stakeholders feel very positive about accessibility in the school and the reasonable adjustments we make toward the curriculum.
- Stakeholders feel that sometimes corridors, etc, can have items left in them which impacts on accessibility.
- Further resources could be added to our collection of outdoor facilities for wheelchair users.

3. Gathering information

Thompson Primary School will continue to collate data and evidence to ensure that policies and practices meet the legal responsibilities of the Disability Equality Duty around:

3.1 The recruitment, development and retention of disabled employees through the collection of data through the recruitment process. We currently have no staff who are classified as disabled, but have had in the past and recognise this could change again in the future.

Thompson Primary School will continue to encourage disclosure and improve the quality of information about disabled staff members. We shall continue to liaise with the Local Authority around the collection of information.

We will discuss with new disabled members of staff their particular needs and take actions to ensure those needs are met.

We recognise the value of a diverse workforce and will ensure that recruitment offers equal opportunities to all.

We strive to be a disability friendly employer and seek to retain disabled staff who wish to continue working for us.

And we endeavour to offer equal opportunities in the professional development of all staff.

3.2 Educational opportunities available to and the achievements of disabled pupils

Presence: As of September 2019 0% of the school are on the disabled register with a physical disability, of which:

Participation: For disabled pupils, consideration is always given to particular groups, as part of normal good teaching practice, for example:

- PE for pupils with a physical impairment
- Information is offered in appropriate formats to make it accessible to disabled pupils
- Classroom organisation so disabled pupils can freely move around
- The self esteem of disabled pupils by promoting positive images of disabled people in books, teaching materials and the wider curriculum
- The elimination of bullying towards disabled pupils
- Disabled pupils participate freely in after school clubs
- All areas of the school are accessible to disabled pupils

Achievements: We continue to collect and collate data on disabled pupils as we do with all children to ensure they achieve academically and meet their full potential.

That information will help us to recognise the presence of disabled pupils and support our efforts to make reasonable adjustments and plans in compliance with DDA.

We shall use the information about participation to prioritise actions in our plans, and where appropriate make reasonable adjustments to policies, practices and procedures.

Information about achievements will enable us to accurately review the impact of our plans for disabled pupils.

The information gathered has shown us that we have a relatively low number of disabled pupils in the school, and they are not prevented from participating in any activities. Indeed, they take an active part in school life.

3.3 Disabled parents and users of the school

Thompson Primary School is keen to promote disability equality and enable access and good working relationships with all parents. We recognise that in order to make reasonable adjustments, parents and users of the school must feel confident to share information with us.

We shall continue to work towards an atmosphere of trust and mutual respect for everyone associated with the school.

To aid in this, we will:

- Ask new parents if there are things the school could do to make access easier for them at parent evenings or school performances
- Ask for regular comments from parents to ensure we are promoting disability equality for all members of the school community

4. Impact assessment

Thompson Primary School is keen to ensure that none of its policies and practices disadvantage disabled people.

In order to assess the impact of its current policies and practices on disability equality Thompson Primary School will bring together the issues identified through consultation, and the information the school has collected. This will help us determine where we need to set priorities and what changes are needed to improve equality of opportunity.

Our planned approach to impact assessment will become part of the review and development process for all policies.

Following a review of our current practices we can demonstrate:

- Information is collected on disability with regards to both pupils and staff and this information is used to inform actions.
- Disabled pupils are encouraged to participate in school life through representation in school events such as class assemblies and the school council.
- Bullying and harassment of disabled pupils and staff is monitored and this information is used to make a difference.
- The school environment is as accessible as possible to pupils, staff and visitors to the school. Parent evenings and other events which parents or carers attend are held in an accessible part of the school.
- Information is available to parents, visitors, pupils and staff in formats which are accessible if required.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.
- Policies reflect our commitment to equal opportunities, and this is reinforced by our Equal Opportunities Policy.
- Arrangements are made for lunchtimes so that disabled pupils are not at a disadvantage
- Homework is set so that it does not disadvantage disabled pupils
- Classroom organisation ensures that the needs of disabled pupils are accommodated
- Sporting events take into account the needs of disabled pupils and parents
- The recruitment procedures in place do not discourage applications from disabled persons
- We have a disabled toilet in the school
- We have a ramp to the Reception
- We utilise visual timetables in classes to assist pupils with SEND

5. The main priorities for Thompson Primary School's scheme and action plans

Based on consultations, taking account of the information gathered, and in order to meet the duties, Thompson Primary School has developed the following Action Plans to promote Disability Equality.

Where relevant, we have included actions relating to areas of the Disability Equality Duty and the three areas required – physical environment, curriculum and written information.

Area	Intended Outcome	Action(s) to be taken	Resources	Timescale	Implemented by	Monitored by (who and when)
PHYSICAL ENVIRONMENT	To ensure all staff and children are aware of the need to keep access through and to corridors, toilets, etc clear.	Reminders through bulletin and assemblies to all staff and children.	Time	ongoing	LH	HT reports actions to TCG via SDIP
CURRICULUM	To improve range of PE resources for disabled children	Consult with disabled children, and purchase eg low-level hoops; golf	Sports Premium 17/18	By July 2018	LH/DN	HT reports actions to FGB via SDIP

Thompson Primary School will review the Disability Equality Scheme/Access Plan annually. We shall report on the steps taken to fulfil the plans, detail the information gathered, and report how that information is influencing future planning. The Disability Equality Scheme/Access Plan of Thompson Primary School is available from the school and can be provided in alternative formats on request.

**Reviewed: November 2018
(monitored annually via SDIP)**

Review due: Spring 2020

Signed.....L Heath..... (Head teacher)

Signed.....S Marsham.....(Chair of Governors)

Date....28.11.2018.....