



COMBE DOWN
CEVC Primary School

COMBE DOWN CEVC PRIMARY SCHOOL

Disability Equality Scheme

Introduction

The 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 pupils 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 school and all its activities are as accessible as possible. At Combe Down 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 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.

General Duties

At Combe Down 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 pupils 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 pupils, staff and those using services provided by Combe Down Primary School.

In addition to the above general duty to promote Disability Equality, Combe Down School has specific duties placed on it which is to:

- Produce a Disability Equality Scheme every three years
- Report on progress annually
- Produce an Accessibility Plan

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 Combe Down Primary School. The specific actions currently being taken include:

<p>Involvement of disabled people in developing the scheme</p>	<p>Combe Down Primary School will consult with disabled pupils, staff and service users in the development of the Disability Equality Scheme by:</p> <ul style="list-style-type: none"> • Provision Maps/IEPs and Annual Reviews with SEN pupils/parents • Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of disabled pupils • Meetings with external disability organisations • Meetings with parents at consultation evenings • Making available the SEN Policy for parents/carers and providing opportunities to discuss issues through formal or informal meetings and reviews. The annual SDP parent questionnaire will be used to collect parental views.
<p>Developing a voice for disabled pupils, staff and parents/carers</p>	<p>Combe Down Primary School is developing opportunities for disabled pupils, staff and parents/carers by:</p> <ul style="list-style-type: none"> • Including parents/carers in review meetings

	<ul style="list-style-type: none"> • Including pupils and parents/carers in school questionnaires • Class teachers discussing issues regularly with pupils, eg in Circle Time/SEAL lessons • Use of School Council
Encouraging participation in public life by disabled people	<p>Combe Down Primary School ensures that disabled pupils are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> • Assemblies • Plays and musical events • Sports days • School council <p>and that they are included fully in normal school life.</p>
Eliminating harassment and bullying	<p>Combe Down Primary School has a clear policy on anti-bullying. This policy was last reviewed in July 2007.</p> <ul style="list-style-type: none"> • Proven incidents of bullying of disabled pupils will be reported to the Local Authority.
Promoting positive attitudes towards disabled people	<p>Combe Down Primary School will promote positive attitudes towards disabled people by:</p> <ul style="list-style-type: none"> • Ensuring displays and resources reflect diversity • The Curriculum Co-ordinators checking resources • The curriculum positively promoting difference • Teachers taking into account Provision Maps/IEPs when planning lessons • Use of outside agencies to support staff training • Using newsletters and web pages to promote policies • Training teachers when appropriate
Removing barriers	<p>Combe Down Primary School will remove barriers by:</p> <ul style="list-style-type: none"> • Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of pupils. Teachers are provided with information specific to individual pupils. • Not excluding disabled children from school trips because of their disability unless medical advice stipulates that participation should not take place. Additional staff are allocated to accompany solely those children

	<p>with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried for chosen trip locations to ensure that routes are accessible. Alternative activities are used if required</p> <ul style="list-style-type: none"> • Ensuring disabled pupils have access to extra curricula activities • Having an up to date Disability Access Plan • Teachers adapting, where possible, resources and techniques to suit a wide range of learners. • All pupils having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN pupils. • Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service • Using external advisers to support Provision map/IEP/PEP meetings when required • Using external advisers are used to assist with PSHME programme • Events for parents and carers such as open evenings, meetings with teachers are held in accessible parts of the school.
Impact Assessment	<p>Combe Down Primary School will undertake 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 pupils e.g. Provision Map/IEP/Annual Reviews. • External validation e.g. OFSTED, Healthy School Award, Inclusion Quality Mark.
The Governing Body	<ul style="list-style-type: none"> • Governors meetings are held in locations that are accessible to disabled people • Parents and pupils are made aware of how the governing body contributes to the life of the school by use the school website and newsletter. Parents are invited to information evenings. • The Governors consult with parents/carers through the annual SDP questionnaire which is available in different formats on request
What disability data is collected	<p>Combe Down Primary School will collect the following disability data (qualitative and quantitative):</p>

	<p>Pupils</p> <ul style="list-style-type: none"> • Disabled pupils admission forms • KS1/KS2 transition information. • The total number of disabled pupils • Home and contact details for disabled pupils • SEN Provision Map/IEP/Annual Reviews • SEN Register • Integration of disabled pupils including access to the curriculum • Attainment & achievement of pupils with a disability • Outcomes of lesson observations in place to ensure that there is a consistent process for monitoring all teaching <p>Staff</p> <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 will be reported to a number of bodies such as:</p> <ul style="list-style-type: none"> • Land & Buildings Committee • Leadership Management Team • Local Authority • The Curriculum Committee

Action Plan

The Action Plan for the next few years is in Appendix 1. This DES will be amended in light of the actions taken during the course of this period.

June 2008

Discussed at Curriculum Committee 24th June 2008

Agreed by Full Governing Body 10th July 2008

