



Brumby Junior
School

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Headteacher: Mr P Foster

Brumby Junior School

Disability Equality scheme

Disability Equality Scheme

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1. Responsibilities of Brumby Junior School

DES in place	Dec 2013
Interim Review Date (new policy)	September 2017
Full Review Date	September 2019
Strategic Leader	Headteacher: Mr. P Foster
Operational Management	Deputy Headteacher: Mr S. Tait
Governor Link	Chair: Mrs Gail Hewitt

2. Introduction

Duties under Part 5A of the DDA (Disability Discrimination Act) require the governing body to;

- prepare and publish a Disability Equality Scheme (DES) to show how they will meet these duties
- promote equality of opportunity for disabled pupils, staff, parents/carers and community users

Duties under Part 4 of the DDA require the governing body to plan to improve access, for disabled students, to education in several ways:

- improving the schools environment to increase the extent to which disabled pupils can take advantage of education and associated services
- increasing the extent to which disabled pupils can participate in the school curriculum
- improving access to information, for disabled pupils, in a range of formats

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people. This scheme incorporates the school's plans to increase access to education for disabled pupils.

3. School Ethos, Vision & Values

At Brumby Junior School we are fully committed to establishing equality for all our pupils, staff, parents and outside visitors in school. This is reflected in our school aims.

Reference is also made in our schools' Equal Opportunity, Gender & Diversity policies 2015.

A full definition of disability as defined by the Equality Act 2010, can be found online at: <https://www.gov.uk/guidance/equality-act-2010-guidance>

A full definition of Special Educational Need, as defined by SEND Code of Practice 2014, can be found in Appendix 2.

Brumby Junior School will not tolerate harassment of disabled people with any form of impairment and will give due consideration to pupils who are carers of disabled parents. The school recognises that behavioural, educational and social difficulties (BESD) should be part of the DES.

4. Details of the General Duty

The Equality Act (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>), establishes the following duties:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled peoples needs, even if this requires more favourable treatment

The DES should be read in conjunction with our Access/Accessibility Plan.

It is the responsibility of the whole school community to implement this scheme in a manner that promotes the inclusive ethos of the school.

5. How will *Brumby Junior School* meet the Specific Duty?

a) Involvement of disabled pupils, staff, parents/carers.

i) In preparing this scheme, disabled people were involved in the following ways:

- * Talking to parents
- * School Council Meetings

ii) In the longer term, when reviewing the DES, *Brumby Junior School*, will involve:

- parental surveys give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify issues/ implications for the schools procedures
- pupil surveys and interviews will be part of the cycle of self-evaluation and will be used to identify areas for review/ action
- disabled staff will have regular meetings with their line manager to discuss how the school can best enable them to work
- when seeking the views of disabled people we will use their preferred means of communications
- we do not presume the views held by the parents of a disabled pupil are always shared by that pupil and therefore we will seek the views of both where appropriate
- outcomes from the interviews/ surveys will be presented to the Governing Body by the Headteacher.

b) Developing a voice for disabled members of the school community.

In gathering information *Brumby Junior School* will;

- Identify disabled pupils/staff through admission forms, transfer documents from feeder schools
- Disabled parents, governors and other school users will be identified through self-declaration. Data protection legislation will be observed in sharing this information. We will explain why the information about disability is needed.
- Information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees.
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.
- The information about disabled parents and community users will be used to assess:
 - The effect of our policies and practices on the involvement of parents in their child's education.
 - The effect of our policies and practices on the involvement of disabled users in community activities e.g. Extended School provision.
- Information about staff will be analysed in respect of the representation of disabled people, for e.g.:
 - in all aspects of the school's work (teaching support, administration)
 - at all levels of seniority
 - amongst those awarded Teaching and Learning Responsibility Payments
 - as permanent, temporary, full or part-time or casual staff
 - in training and CPD opportunities
 - in disciplinary and capability procedures
 - in harassment/ bullying procedures
 - as contract/ agency staff
 - among those who take sick leave
 - among trainee teachers on placement
 - among those leaving the profession early
- The analysis of information about disabled staff will be used to contribute towards our understanding of how policies and practices impact on recruitment and retention. It is our aim to; (e.g's)
 - Attract a wider field for recruitment, including disabled people.
 - Retain where possible the experience and skills of employees who become disabled.
 - Develop in-house expertise about what disabled people may require.
 - Provide role models for children and young people.
 - Bring different life experiences and new skills to the school.
 - Help foster good relationships with all employees by showing that everyone is valued and treated fairly and equally.
 - We will ensure that every 'reasonable adjustment' is made to meet the needs of disabled staff.
- Information collected about disabled pupils will contribute towards our understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve;
 - opportunities for disabled learners to take positions of responsibility
 - satisfaction and enjoyment levels across a range of school activities
 - aspirations and ambitions for the future
 - successful transition to the next stages of education (training or employment) and take up of Information, Advice & Guidance (IAG)
 - access to school trips
 - involvement in Extended School activities
 - access to work experience placements
 - exclusion rates of disabled learners
 - attainment/achievement of disabled learners

- Information collected about disabled parents will contribute towards our understanding of how policies and procedures impact on their ability to support their child's education and the ease with which they carry out day to day communication with the school. It is our aim to;
 - Use disabled peoples' preferred means of communication when contacting, meeting or sharing information with them.
 - Ensure disabled parents have ease of access to teachers at parent's evenings or mutually acceptable alternative arrangements are agreed.
 - Give disabled parents' priority when arranging events/ meetings e.g. parking, seating etc.
 - Ensure the needs of young carers are met.

c) Involvement of the Governing Body.

Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve;

- the representation of disabled people on the governing body
- the accessibility of meetings for disabled governors
- the accessibility of other governors' activities

Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to;

- encourage community groups and ensure their activities are accessible
- give due regard to disabled community users when revising school policies and procedures.

d) Removing barriers (to learning, access etc.)

- Physical – reference should be made to the schools' Access Education Policy and SEND policy for current details and review dates.
- Curriculum – reference should be made to the schools' Curriculum Policy, School Development Plan, individual subject plans and details of plans for individual pupils. (IEP, IBP, PEP)

e) Eliminating harassment and bullying

Reference should be made to a range of other policies which give specific detail and which are regularly reviewed.

- anti-bullying
- diversity
- equal opportunities
- race
- gender
- SEND

f) Reasonable Adjustments

Wherever possible, evaluative data will be used to show the impact of policies on disabled pupils. Anecdotal evidence will also be used e.g. informal feedback from a disabled pupil. The disabled consultative groups will be involved in assessing the impact of 'reasonable adjustments.' Review of practices will include;

- recruitment practices
- teaching approaches
- classroom routines
- registration routines
- homework- facilities, access to support
- administration routines
- communication – with pupils, staff, parents

Issues arising from the review of 'reasonable adjustments' will be prioritised for action and inclusion in the writing and review of future policies to ensure equality of experience for disabled people.

g) Information, Performance and Evidence.

- Pupil Achievement – pupils with disabilities will be tracked in the same manner as pupils without disabilities and their relative performance monitored. The school will develop its own internal recording system (APP and Otrack) for those groups not recognised in 'RAISEonline' (Electronic Data), where appropriate.
- Learning Opportunities – pupils with disabilities will have equal access to appropriate learning opportunities, which take account of individual disabilities. The school will facilitate access to specialist support services and enrich the curriculum offered through the '3 wave model' in the opportunities given through universal, targeted and individual learning programmes (See SEND Policy).
- Admissions, Transitions and Exclusions
 - Admissions- in addition to the generic arrangements for admissions, the school will take into account the specific needs of those with disabilities.
 - At transition points, additional consultation and provision of specific information will be facilitated through named link staff.
 - Exclusions will be monitored closely, particularly for those with recognised Behavioural, Educational and Social difficulties (BESD). Support will be available to pupils and their parents, with access to a modified curriculum if appropriate.
- Social Relationships
The school will promote the development of positive relationships between all pupils and ensure that 'reasonable adjustments' are in place to ensure that there are no physical/ social barriers to the formation of positive relationships.

h) Impact Assessment

The school will follow the Equality Act 2010 in making decisions about impact assessment, with regard to; (e.g)

- training needs
- involving disabled people
- determining priorities
- access to external expertise
- reporting of outcomes

i) Reviewing and monitoring provision

This section should give details of the following:-

- *how the school is going to use the information gathered from the various groups*
- *reviewing the effectiveness of the action plan*
- *reviewing the effectiveness of the consultation process*
- *put details of who: responsibilities*
 - when: time frame*
 - what: details of change*
 - how: process of change management*
- *how the school will know when it has achieved its objectives?*

Appendix 1 – Definition of a Disability*

A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

- A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- Substantial means more than minor or trivial.
- Long-term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- Normal day-to-day activities cover the following categories: mobility; manual dexterity; physical co-ordination; continence; ability to lift, carry or otherwise move everyday objects; speech; hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

N.B

- Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment.
- Some people are automatically deemed to have a disability covered by the Act – those with HIV, cancer, MS and severe disfigurements.
- There are special provisions for people with progressive or recurring conditions.

*This is a summary of the definition of disability. For more detail please see: Equality Act 2006

Appendix 2 – Definition of Special Educational Need*

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they have:

- a significantly greater difficulty in learning than the majority of children of the same age;
- or have a disability which prevents or hinders them from making use of educational facilities;

- or are under compulsory school age and fall within the above or would do so if special educational provision was not made for them.

N.B.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Educational Authority.

Appendix 3 – Access to Work

Access to Work is a scheme which is designed to help employers and disabled employees, or potential employees, find solutions to practical obstacles that prevent disabled people making the most of employment opportunities.

There are several ways in which Access to Work can help. For example, it can help pay for:

- communication support, for a deaf or hearing impaired person who may need support at an interview;
- a reader at work, for a blind or visually impaired person;
- special equipment (or alterations to existing equipment) to suit particular work needs arising from a disability; and
- help with the additional costs of travel to work for people who are unable to use public transport.

Access to Work can also pay for a support worker, if a disabled person needs practical help either at work or getting to work. The type of support on offer might include:

- someone to read to a person with a visual impairment;
- someone to support communication for a person with a hearing impairment; or
- a specialist coach for a person with learning difficulties.

Access to Work does not replace the normal responsibilities of the employer to implement Health and Safety regulations or replace the responsibilities required by the Disability Discrimination Act.