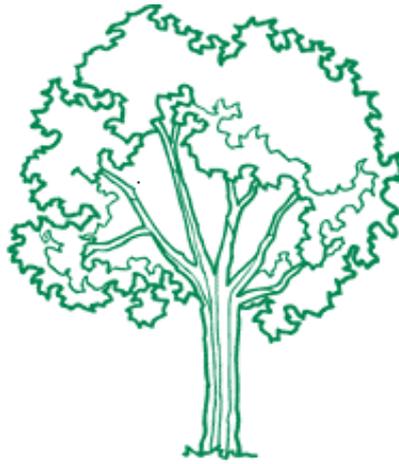


Eccleston Primary School



*We value
We encourage
We expect*

Disability Equality Scheme

2008 - 2010

Contents

Foreward by the Chair of Governors	3
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The Disability Equality Duty (DED)	4
---	----------

Involvement and consultation	6
-------------------------------------	----------

Making things happen	6
-----------------------------	----------

Monitoring and reporting	7
---------------------------------	----------

Action Plan	8
--------------------	----------

Accessibility Plan	10
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Foreward by the Chair of Governors

As a school and Governing Body we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Eccleston primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Disability Equality Duty (DED)

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.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

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

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

The Disability Equality Duty (DED)

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Eccleston Primary School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- DDA consultation questionnaire sent out to all pupils, parents, prospective parents, staff, governors and groups who have regular lettings in our buildings.
- Parents' and governors' meetings
- Adopting the policies and practices on recruitment, development and retention of staff of the local authority human resources, personnel and payroll services.

Responses to consultation will impact upon the review of the Action Plan, and subsequent schemes.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Eccleston Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

Our objectives are

- Not to treat children, young people or adults with disabilities less favourably; and
- To make reasonable adjustments to policies, practices and procedures to avoid putting children, young people and adults with disabilities at a substantial disadvantage.

We will achieve this by

- Improving access to the curriculum, which covers not only teaching and learning, but also the wider curriculum of the school such as extended services, participation in after school clubs, curriculum enrichment activities, school visits and outdoor activities.
- Improving the physical environment, which includes improvements to the school, provision of physical aids to education, ICT equipment, and specialist desks or chairs.

- Improve written information, providing alternative formats, including those preferred by children, young people with disabilities and their parents/carers, and these will be made available within a reasonable timescale.
- Promoting positive attitudes towards disabled people, by ensuring that disability is represented in posters, collages, displays and learning materials, celebrating key events, such as the Paralympics.
- Encouraging participation in public life by disabled people, for example, in class assemblies, plays, events and on the school council.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability, by monitoring incidents of harassment and bullying of disabled pupils.

Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. The findings will be used to improve the Disability Equality Scheme and feed into future practice.

For further information, please contact the Headteacher, Mrs E Fletcher.

Action plan

The following action plan outlines what will be achieved with regard to meeting the Disability Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2008-09							
Improve access to the curriculum	Ensure all staff are aware of any disability issues which might affect pupils in lessons, particularly when not with class teachers	Effective transition meetings. Standard item on staff meeting agendas.	Staff have up to date information, to provide adjustments where necessary.	Feedback from pupils/ parents at anytime, parents' evenings	Headteacher Class teachers	Sept 2008	July 2009 and ongoing
Improve access to the curriculum	Consider seating arrangements and/or resources requirements for specific pupils.	Seating for visual/hearing impairment	Lesson observations. Feedback from pupils/ parents	Feedback from pupils/ parents at anytime, parents' evenings	Teachers/HLTAs	Sept 2008	July 2009 and ongoing
Improve access to the curriculum	Attendance monitoring of extra curricula activities to ensure attendance by any pupils with disabilities	Registers of extra curricular clubs	Collation of attendance	Annual	Headteacher	Sept 2008	July 2009 and ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Improving the physical environment	No specific disabled parking space	Car park improvements as part of children centre development	Disabled space marked and not to be used by others	Daily	Headteacher	Spring 2008	January 2009
Improving the physical environment	Review Accessibility Plan	Premises committee to evaluate previous plan and compile new actions	Report to governors	Annual	Premises committee	Autumn 2008	Autumn 2008
2009-10							
Encourage participation in public life	Form steering group involving staff, pupils, parents and members of the community	Consultation and personal approach to get membership	Headteacher report to Governors	Termly	Headteacher	Autumn 2009	January 2010
Improve written information	To be able to provide alternative formats (& languages) if required	Consultation with parents, support from LA services	Headteacher report to Governors	Annually	Headteacher School clerk	Autumn 2009	July 2010
Promote positive attitudes to disabled people	Children have little awareness of disability	Celebrate key events in calendar, such as Deaf Awareness Week	PSHE Support through fundraising	At the end of week, in PSHE work following	PSHE subject leader	May 2010	May 2010

Accessibility plan

The plan has been drawn up as a result of consultation between staff and Governors and includes the completion of an Access Audit,. This is a working document that will be reviewed annually.

Action to be taken	How will the impact of the action be monitored?	Who will be responsible for implementing the action?	Completion date
Provision of disabled parking bay.	Disabled space marked and not to be used by others	FWP Headteacher	January 2010
Bell and reception desk to be lowered. Front door access improved	New entrance and reception area accessible for wheelchair users	FWP	September 2009
Signs to indicate different areas of school	Walkthrough	Headteacher/Governors	Ongoing rolling programme (PROP)
Vision panels in doors (Headteacher's office, staffroom, school office,)	Safety of staff and pupils	FWP	September 2009
Installation of panic alarm	Safety of staff in staffroom, headteacher's office, school office, and each resource area.	Headteacher/Governors	Ongoing rolling programme (PROP)
High visibility paint to edge of step by LKS2/Beechbuds doors	Elimination of trip hazard	Headteacher	January 2010
Windows to be changed to open at the top edge	Safety of pupils/staff and visitors	Headteacher/Governors	Ongoing rolling programme (PROP)
Relocate light switches	Easily accessible to all	Headteacher/Governors	Ongoing rolling programme (PROP)

