



Disability Equality Scheme 2010 - 2013

INTRODUCTION

At Earlsdon School, we believe that every person should be valued as an individual with unique talents, abilities and experiences, and at the same time recognised as part of a diverse and vibrant community.

We recognise the wide range of special talents and needs that students have during their school careers, and we strive to offer appropriate levels of resources to meet these, ranging from help from the teaching and support staff, and outside agencies, to adaptation of the site and facilities in order to ensure that all everyone is able to achieve their potential.

We promote equality of opportunity for everyone. The curriculum aims to promote knowledge and understanding to enable all to recognise inequality and injustice, together with skills and strategies to challenge and combat them. Equal access demands an appropriate curriculum, in which the importance of issues such as gender, ethnicity, age, ability and disability are acknowledged.

We consistently review and seek to improve the school site and accommodation, in order to meet the needs of everyone, and particularly those with disabilities. Over the last three years we have made the stair edgings and walls more visible; introduced a portable sound system.

We work closely with nurseries and other services to get to know the pupils who may be joining us, to ensure that we are adequately prepared to meet any individual needs.

These beliefs, aims and actions are the foundation for all we do, and for all we aspire to achieve, in school. The Disability Equality Scheme, together with our Accessibility Plan, will help provide greater focus as we work to fulfil our aims.

G Naylor
Headteacher

S Lloyd
Chair of Governors

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The school recognises that it has a key role to play in actively promoting equality of opportunity for all people, not only in its core function of educating pupils, but also in the employment opportunities it provides.

In order to be able to increase the attainment of all pupils, it will be necessary to provide all pupils with the opportunity to reach their full potential.

To secure a representative and valued workforce, it will be necessary to encourage and support all people to seek employment with the school. In order to make sure that all the services and facilities provided by the school are welcoming to all people, the school will ensure that the organisations it works with promote equality of opportunity.

The school's Disability Equality Scheme indicates the commitment of the school to promote equality in every area of school life and in all management practices and policy development. All individuals will be welcomed to our school.

The production of this disability equality scheme provides us with the framework for integrating equality into all aspects of school life and demonstrates how we are seeking to meet the general duty of promoting equality in the school.

Earlsdon Primary School is determined to ensure equality in its establishment; to promote equality in its role in the community; to challenge stereotypes whenever possible and to lead by example in all it does.

This is Earlsdon Primary School's first Disability Equality Scheme. It complements our Equal Opportunities Policy, Race Equality Scheme and Gender Equality Scheme.

1 INVOLVING DISABLED PEOPLE

Initial consultation will take place with staff, pupils and their parents, governors; individuals with disabilities or those that have experience of working or caring for others with disabilities. The school is committed to addressing the following areas:

- inclusion
- providing a curriculum which is appropriately differentiated to enable all students to access it
- commitment to improving access around the site
- school prospectus/publications available in alternative formats
- job application forms and details available in alternative formats
- access arrangements included in school-produced information
- all disabled students have access to regular reviews, either through their SEN statements or their individual support staff.
- all staff have access to regular reviews through meetings with their line managers

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- ensuring that the views of the School Council are taken into account.
- following latest legislation and good practice guidelines

The School has set the following priorities:

- to actively consult with a wide range of stakeholder groups including students, staff, parents, community groups (using the school) and members of the governing body and to listen to their views with the aim of improving the provision and services that we offer
- to seek timely advice and updates from the LA

2 GATHERING INFORMATION

a) Recruitment, Development and Retention of Disabled Employees

The school maintains a database of staff and student data, which is reviewed with individuals annually to ensure that the information held, is accurate and up-to-date. This records details of any disability and is held under the terms of the Data Protection Act.

All vacancies within the school are advertised publicly, and candidates selected for interview based on their ability to undertake the role, with adaptations where required. We actively encourage applications from all sections of the community and strive to provide positive role models to all students.

Training opportunities are made available, and encouraged; the school recognises that its staff is its major asset, and that the school's success is dependent on them.

The school has set the following priorities:

- to seek and facilitate feedback from staff
- to seek and facilitate feedback from our stakeholders
- to undertake analysis of complaints
- to seek timely advice and updates from the LA

b) Educational Opportunities Available to and Achievements of Disabled Students

As detailed in the Introduction to this Scheme, the school has a strong commitment to inclusion and equality of opportunity. (The school has been recognised for the work that it does through pupil reviews). The Local Authority (LA) has also expressed its commitment through its corporate objective "to ensure the best quality education for all

and that children and young people can achieve their maximum potential". In its own Disability Equality Scheme, the LA details how it is working to achieve this corporate objective. The school and the LA work very closely to ensure that every opportunity is made available to all individuals.

Pupil achievement is measured and monitored in a variety of ways:

- the school's pastoral system ensures that every student has access to guidance, support and monitoring
- links with parents, including provision of reports, progress checks and parents' evenings
- individual target-setting for all pupils and review programmes for pupils with special education needs, vulnerable children and looked after children
- tracking progress from foundation to KS1, KS1 to KS2, and transfer into KS3
- data collection coordinated and disseminated by a member of the Leadership Team
- setting rigorous, challenging targets for individual students using assessment data
- using data to identify potential under achievement
- monitoring of attendance
- where appropriate through statements of Special Educational Needs, Individual Education Plans and Personal Education Plans
- reporting to Governors, LA and appropriate external agencies

Pupils with defined individual needs and their parents can expect:

- staff to be aware of their individual needs and to provide support to them in accordance with their IEP, or appropriate to their needs where no formal strategy or IEP exists
- to experience teaching in smaller groups, or individually where this is deemed appropriate and beneficial, additional in class support for pupils who have significant difficulties accessing the curriculum.
- to experience a full range of curricular, extra-curricular and off-site activities, tailored to individual needs or with additional support where necessary
- to have access to the school site, with further improvements to access identified in future accessibility planning
- to be supported with the administration of medicines
- to be encouraged and steered towards achieving to their maximum potential

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The school will:

- continue to make reasonable adjustments for students with disabilities
- continue to liaise with specialist agencies to ensure a smooth transition between Nursery to Foundation Stage, to Key Stage 1, to Key Stage 2, to Key Stage 3 and for in-year transfers
- ensure that key staff from all relevant areas are included in discussions
- ensure that parents, and where appropriate pupils, are included in discussions, and that their views and suggestions are sought and examined
- continue to anticipate, assess and problem solve situations as they arise
- challenge stereotypes and respond appropriately to any discrimination (see Behaviour and Anti Bullying policies)

Great care is taken to ensure that information provided to pupils is done in such a way as to enable them to access it easily. For example:

- differentiated teaching resources are produced
- information may be produced in large print, or enlarged for ease of use
- Teaching Assistant support is used

The school has set the following priorities in terms of curricular access:

- continue to offer a differentiated curriculum
- continue to provide differentiated work in lessons
- take account of different learning styles
- develop the delivery of a creative curriculum
- promote the use of ICT resources to enable improved access in specific cases
- ensure staff are appropriately trained to keep fully abreast of educational developments
- further develop staff skills/access arrangements for those pupils with severe learning needs

The school has set the following priorities for physical improvements:

- access to all areas of school

3 USING THE INFORMATION GATHERED

The school is committed to facilitating continual improvement for all. The information gathered through actions identified in this Scheme will be used to inform further developments and improvements, through incorporation in action planning, and school development and improvement planning.

An Action Plan is included at the end of this document. The plan will be reviewed and revised annually, as a result of ongoing dialogue and consultation with the school-wide community (including students, parents, staff, Governors, LEA, external agencies, community users), and a report produced summarising:

- the steps taken to fulfil the disability equality duty (the action plan) - i.e. what the school has done during the year to eliminate discrimination and promote equality of opportunity and how it is meeting its targets
- the results of the information-gathering - i.e. what evidence has been obtained and what that indicates
- what the school has done with the information gathered - i.e. what actions will be taken as a result of the analysis

In practice, individual action items may be reviewed on a more regular basis through progress monitoring.

The Disability Equality Scheme will be subject to review in its entirety in January 2013

4 IMPACT ASSESSMENT

The school will assess the impact (or likely impact) of its policies and practices on equality for disabled persons by:

- annual review as part of the school's planning and budget process
- review by school governors
- consultation with stakeholders and affected community users, both formally through written feedback or questionnaires, and informally through discussion with key practitioners
- confidential questionnaires to families
- evaluation of initiatives as impact becomes evident
- responding to reports and inspections of provision
- responding to relevant research and recommendations as they become available

5 ACCESSIBILITY PLAN

Planning process :

- this plan has been approved and agreed by the school's Governing Body, who have identified priorities for the period covered by the plan
- the plan will be reviewed and revised annually, as a result of ongoing dialogue and consultation with the school-wide community (including pupils, parents, staff, Governors, LEA, external agencies, community users)
- progress of the identified priorities will be monitored and evaluated to help identify further areas for development
- evidence supporting the evaluation will include physical improvements to the site and buildings, as well as student results and evidence of participation in a wide range of activities

Coordination/ other policies and plans :

The Disability Equality Scheme has been developed in conjunction with, and informed by:

- the school's SEN policy
- requirements of the DDA
- the school's Accessibility Plan, 2009 - 2013
- the school's / City Council's Equal Opportunities Policy/Gender Equality Scheme
- the City Council's Disability Equality Scheme
- the school development plan
- input from external agencies/City Council
- health and safety requirements

6 HOW TO OBTAIN A COPY OF THE SCHOOL'S SCHEME

The Disability Equality Scheme is available on request from the school and via the school's web site. The format of the plan can be adapted as required (e.g. large print, language other than English).

The school has set the following priorities for making its plan available:

- access to the plan via the website;
- re-producing the plan to meet individual requirements

Approved by Governing Body on **27/1/2010**