

# **COLWICH CE PRIMARY SCHOOL**

## **Disability Equality Scheme & Accessibility Plan 2017 - 2020**



**December 2017**

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## **Mission Statement**

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At Colwich CE Primary School, 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 Colwich CE Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## Check list for school staff and governors

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- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

# The Disability Equality Duty (DED)

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## 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, which 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.

# The Disability Equality Duty (DED)

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## 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.)

## 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.

## **The Disability Equality Duty (DED)**

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### 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**

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

Colwich CE Primary School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme.

## **Making things happen**

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In order to ensure that action is taken to meet the Disability Equality Duty, Colwich CE Primary School has drawn up an action plan to make things happen, which outlines how the requirements will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section.

## **ACTION PLAN 2018-2019**

### **Access to the Physical Environment**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>To be aware of the access needs of disabled children, staff, governors and parents, carers</b>	a) to create access plans for individual disabled children as part of the ISP process	As required	SENCO / class teacher	ISPs are in place for disabled pupils, and all staff are aware of pupils' needs
	b) to ensure staff and governors can access areas of school used for meetings	Autumn term 2018	Headteacher	All staff & governors are confident that their needs are met and continuously monitored to ensure any new needs arising are met
	c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school	Each Spring (ongoing)	Headteacher	Parents have full access to all areas of school
<b>Ensure clear access to reception area</b>	a) ensure that nothing is preventing wheelchair access	Daily checks for obstructions	Janitor/HT	Disabled parents / carers / visitors feel welcome
	b) provision of more appropriate seating in entrance lobby	Autumn term 2018	Headteacher	Visitors can sit down if waiting in reception
<b>Maintain safe access for visually impaired people</b>	Improve exterior lighting	Summer 2018	H&S Committee/HT	Visually impaired people feel safe in school grounds
	Check exterior lighting is working on a regular basis	Ongoing checks	Janitor	
<b>Ensure all wheelchair users can be safely evacuated</b>	a) Ensure all staff are aware of their responsibilities in evacuation if/when wheelchair users in school	Review of Fire Safety Policy October 2018	Headteacher to remind staff	All pupils who are wheelchair users and staff working with them are safe in the event of a fire

	b) If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps – Reception, Y1 & Y2 classrooms	When relevant	HT to review class arrangements on annual basis	
<b>Ensure there are enough fire exits around school that are suitable for people with a disability</b>	Ensure all staff are aware of need to keep fire exits clear.	Regular checks	All staff Headteacher Janitor	All personnel and pupils have safe independent exits from school

#### Access to the curriculum

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Ensure all staff have specific training on disability issues</b>	Identify training needs as part of SDP review and at appraisal meetings	Ongoing	SENCO / Headteacher	Raised staff confidence Improved outcomes for pupils
<b>All school visits and trips need to be accessible to all pupils</b>	Ensure venues and means of transport are vetted for suitability	Ongoing	EVC / Class Teacher	All pupils are able to access all school trips and take part in a range of activities
<b>Review PE curriculum to ensure PE is accessible to all pupils</b>	Review PE curriculum to include disability sports	From spring term 2019	HT/PE co-ordinator in conjunction with MAT PE subject leaders	All pupils have access to PE and are able to excel Raised pupil awareness
<b>Ensure all children can take part equally in extra curricular activities</b>	Discuss with external providers, school staff and church team to ensure appropriate provision	As required	HT	All children feel able to participate equally in out of school activities

#### Access to information

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Inclusive discussion regarding access to information</b>	Ask staff/governors/parents about preferred formats for accessing information eg braille, other languages	Spring term 2019 (then annually)	SENCO / Headteacher	Staff more aware of preferred methods of communication, and all parents feel included School website accessible to all

## **Monitoring and reporting**

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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. This report will be circulated to the Head-teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

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For further information, please contact: Mrs Clay