SANDFIELD PARK DISABILITY EQUALITY SCHEME

January 2017

Disability Equality Scheme

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Review Date; January 2018

Senior Member of Staff Responsible: Mr M Hilton

Governor Responsible: Mary Coglan

Appendix 1 DES Action Plan

Disability Equality Scheme

1. School Ethos, Vision & Values

Sandfield Park School is committed to ensuring equal treatment of all its employees, pupils 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.

1.1 What do we understand by "disability"?

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.
- All pupils with SEN and those with long term medical needs

Sandfield Park School uses the "social model" of disability, which says that it is the constraints within our society that create barriers that limit people with disabilities, rather than the people themselves being inherently limited, and therefore it is the responsibility of society to remove these barriers.

This school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs.

1.2 Schools Strategic Priorities

Sandfield Park School will aim to ensure that it will allow all people to have access to its facilities and will reduce the barriers that limit people with disabilities so that all people who access the school have equal opportunities.

1.3 Strengths & Weaknesses

The school has an excellent record of providing support for pupils with disabilities (Ofsted 2014) but recognises that there is still work to be done.

2. The General Duty

The school 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 children in an educational setting . Sandfield Park has an excellent School Council who are actively encouraged to speak up for their rights. This is reinforced with the Rights Respecting Schools programme that we are following. The School was also awarded the Inclusion Quality Mark in January 2017.

(DDA 2005 S.49A)

3. How we will meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

We will ensure full access to the curriculum and ensure the physical environment is suitable.

3.1 Involvement of Disabled People in Developing the Scheme

Views have been sought from pupils to ensure that this scheme reflects their ideas and appropriate adjustments have been made
Ideas for developing the action plan have also been used. This will be monitored by the school governors. Action plans will have definitive timescales so that pupils and parents know what will happen, how and when.

3.2 Developing a voice for disabled pupils, staff and parents/carers

See section 2.

3.3 The Governing Body

A governor will ensure that this scheme is annually reviewed and monitored regularly.

3.4 Removing barriers

The School Disability Access Plan is part of the school development plan and the curriculum is regularly reviewed to ensure that it meets the needs of all learners.

3.5 Disability in the Curriculum, including teaching and learning

Positive attitudes will be developed and this will include specific national days to help all pupils begin to appreciate the barriers that can arise from being disabled.

3.6 Eliminating harassment and bullying

In line with the school's anti-bullying policy any discrimination, bullying, and harassment of disabled children and adults will be dealt with.

3.7 Reasonable Adjustments

Children with disabilities in our school will have individual programmes of work to cater for their needs. This may include altering the time of the school day and the provision of different learning breaks. Certain school trips will need to be carefully considered to ensure access for disabled pupils using the Pupils with Medical Conditions document April 2014 as a guide.

3.8 School Facility Lettings

The school's PFA ensures that adequate provision is made for access to school functions.

3.9 Information, Performance and Evidence

The School will collect the following information to help in the monitoring of disabled pupils:

a. Pupil Achievement

b Social Relationships - The School will monitor social relationships between disabled pupils and also non-disabled pupils by careful observation and discussion with the pupils

c. Employing, promoting and training disabled staff

3.12 Reviewing/Monitoring

The scheme must have an impact on the work of the school and the service it provides the disabled community. For full implementation staff must be well trained and follow the principles of the scheme. There must always be full consultation and regular monitoring which feeds in to any changes at the annual review.

The scheme must be reviewed and publicly commented upon each year and revised at least every three years.

Review Date January 2018

Senior Member of Staff Responsible Mrs Ann Wells

Governor Responsible Mary Coglan

Appendix 1 DES Action Plan

The steps the school will take to meet the Duty. The Action Plan highlights the school's priorities, and the specific outcomes we wish to achieve that will make practical improvements to equality for disabled people.

The action plan also includes the priorities of disabled people consulted.

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)
Amend the school reward system so that pupils have a clearer understanding of how they can be rewarded and for what	Review School Rewards policy and end of year awards so that all pupils are recognised	Link present awards with Dojo system. Have a new format for end of year presentations	Summer 2017	MH
Review the school curriculum to ensure that it meets the individual needs of pupils as far as is practically possible.	Teachers to assess needs of their class and devise plans to meet these needs	New LTPs written by teachers and subject co-ordinators	Summer 2017	MH