

Miles Coverdale Primary School

Disability Equality Scheme

November 2008 JMP

Miles Coverdale Primary School Disability Equality Scheme

Miles Coverdale Primary School is committed to meeting its responsibilities under the Disability Discrimination Act to:

- promote equality of opportunity between disabled people and others
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled people
- promote positive attitudes to disabled people
- encourage participation by disabled people in public life
- take steps to take account of needs of disabled people, even where that involves treating disabled people more favourably

This scheme sets out the steps the governing body will take to improve outcomes for disabled pupils, parents/carers, and staff in all aspects of school life. It will be reviewed annually by the LMT and the governing body.

School Ethos, Vision and Values

At Miles Coverdale Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff, parents and carers.

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 will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We will make reasonable adjustments to ensure that the school environment is as accessible as possible.

We will not tolerate harassment of people with any form of impairment.

This school subscribes to the 'social model' of disability, which states that disabled people are prevented from enjoying the same opportunities as those who are not disabled because of barriers created by society.

Definition of Disability

The Disability Discrimination Act defines a disabled person as someone who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal, day-to-day activities

physical impairment – includes language impairment, sensory impairment (but not visual impairment that is corrected by glasses) and hidden impairments like autism /dyslexia

mental impairment – includes learning difficulties and mental illness

substantial and long term – means not minor or trivial and lasting or likely to last for at least 12 months

day-to-day activities – include:

mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects, speech, hearing or sight, memory or ability to concentrate, learn or understand, perception of the risk of danger

This school subscribes to the view of the DEE (Disability Equality in Education) that all pupils with SEN, including those with behavioural, social and emotional difficulties, and those with long term medical needs be treated as disabled for the purposes of equality under the Act.

How Disabled People have been involved in the Scheme

Miles Coverdale School recognises the importance of involving disabled people, fully, in the development of the Disability Equality Scheme. Disabled people have been consulted in the following ways:
Parents and carers were invited to a meeting to read the draft DES and to make suggestions about how we could make adjustments to include disabled pupils, staff, parents and carers, fully, in the life of the school.

Disabled Pupils

We have identified our disabled pupils on a register, which is reviewed annually alongside the SEN Register.

We have created opportunities for disabled pupils to give us their views in informal settings (*circle times, time with the Learning Mentor, school council meetings, consultation re. playground development, 'special time' with the deputy head at the adventure playground, inclusion in annual reviews for pupils with statements, simple questionnaires, access to weekly psychotherapy and speech and language therapy*)

We have consulted outside agencies, including the Sensory and Language Impairment Team, the Behaviour Support Team, the Sickle Cell Team at St. Mary's Hospital, the mental health nurse from Wolverton Gardens Family Centre, the school's educational psychologist and outreach support from Queensmill and Jack Tizard Schools, for advice and support about the needs of pupils with specific impairments.

Disabled Staff

We have good links with the Occupational Health service and we have asked all staff, with disabilities, to identify any barriers that affect them and how we can plan to overcome them. As a result of this consultation, we have adapted the timetable to ensure that one member of staff can remain on the same floor for the whole school day, including play and dinner times.

Disabled Parents and Carers

We will identify disabled parents and carers by asking them, when they register their children at our school, if there are any adjustments we need to make to help them support their children, for example: providing letters in large font or Braille, providing a signer or interpreter for meetings or wheelchair access.

School Aims

This school aims to work in partnership with parents and carers to provide for the individual needs of disabled pupils, wherever possible.

We currently have pupils on roll with physical impairments, medical needs visual impairment, dyslexia, dyspraxia and emotional and behavioural difficulties.

We also have pupils with specific language impairment, attending our unit and in some mainstream classes.

1. Increasing the extent to which disabled pupils can access the curriculum

strategies currently in place

- Special Support Assistants to help individual pupils in mainstream classes
- flexible timetable
- differentiated curriculum
- specialised equipment, including a laptop with a camera and enlarged texts for a pupil with a Visual Impairment
- parental involvement
- opportunities for mainstream inclusion for pupils in the Language Unit
- access to water for pupils with Sickle Cell Anaemia
- access to external agencies
- weekly psychotherapy
- Personal Support Plans for pupils with EBD
- development of the KS1 playground
- special arrangements to include pupil with physical disability in school trips, for example a taxi to the theatre

areas for development

- development of the KS2 playground (2009)

2. Improving the physical environment of the school to increase accessibility for disabled pupils and adults

strategies currently in place

- yellow lines to support pupil with VI in the playground and around school
- ramps to the front entrance
- downstairs meeting room, opened September 2008

areas for development

- moving the main office to the ground floor (2009)
- improved signage, including Braille
- automatic swing front doors

3. Improving access to information for disabled pupils and families

strategies currently in place

- termly parents' evenings
- termly Open Afternoons for parents in the Language Unit
- Annual Reviews for pupils with Statements of Special Educational Need
- Personal Education Plans for pupils with medical needs
- end of year reports, including KS1 and 2 SATs results

areas for development

- family noticeboard in the entrance
- plasma screen in the entrance
- asking disabled parents/carers, on the admission form, to let the school know of any adjustments that could be made to help them support their child's learning

How we gather information on the impact of our policies and practices on disabled people

We recognise that our policies and practice may impact on disabled people, particularly on the educational opportunities and achievement of disabled pupils and the recruitment of disabled staff.

We will gather information from a range of sources to identify the actions that need to be taken to promote disability equality.

Below are the arrangements the school has in place for gathering information, monitoring and acting on it.

Pupil Achievement

- SEN reviews
- data analysis
- reports from external agencies

Learning Opportunities

- provision map
- monitoring planning
- self-evaluation form

Admissions, Exclusions, Transitions

- monitored by governing body and LEA

Social relationships

- SEN reviews
- PEP reviews
- PSP reviews

Employing, Promoting, Training disabled staff

- monitored by governing body and LEA
- continuous professional development
- performance management

