

New Christ Church Primary School

Disability Equality Scheme

Mission Statement

We, at New Christ Church School, are a large 'family' of children and adults supporting one another. In partnership with the Parish of Christ Church and the community we celebrate our long history and achievements and strive for excellence in all that we do. Together we aim to provide a nurturing environment, based on Christian values, where all individuals are treated with fairness, respect and equality.

The Definition of Disability is:

"A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities."

Physical or mental impairment can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

The SEN and Disability Act 2001 extended to Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increase the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

Strategic Priorities

New Christ Church Primary School aims to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all people involved in the school community
- finding ways in which all students can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities in all subject areas
- planning the physical environment of the school to cater for the needs of all people involved in the school community
- raising awareness of disability amongst school staff (teaching and non-teaching) and students through a programme of training
- by providing and improving written information for all involved in the school community in a form which is user friendly
- eliminate harassment related to a disability for all persons involved in the school community

Strengths and Weaknesses

Strengths: Learning Support, strong pastoral links, Student Voice, clear ethos, positive approaches to behaviour management, Learning Environment policy, Inclusion Manager in post

Weaknesses: See Accessibility Plan 2006-2009

The General Duty

Every public authority shall in carrying out its functions have due regard to:

- the need to eliminate discrimination that is unlawful under the Disability Discrimination Act 2005;
- the need to eliminate harassment of disabled persons that is related to their disabilities;
- the need to promote equality of opportunity between disabled persons and other persons;
- the need to take steps to take account of disabled persons' disabilities, even where that invites treating disabled persons more favourably than other persons;
- the need to promote positive attitudes towards disabled persons; and

- the need to encourage participation by disabled persons in public life.

Specific Duty – How we will meet the General Duty

New Christ Church Primary School will meet this duty by:-

- the appointment of an Inclusion Manager, who will take overall responsibility for monitoring the provision for disabled pupils and the impact this has on their progress through school
- undertaking a disability audit using the medical register, the Special Educational Needs Register and meetings with staff and parents
- write an accessibility action plan which includes targets
- make the policy and targets known to all teaching and non teaching staff, students and parents through training and School Prospectus
- incorporate the Scheme into the School Improvement Plan and all other policies as appropriate
- monitor and evaluate the success of the plan annually through the Senior Leadership Team, using questionnaires with all involved parties where appropriate.

Involvement of Disabled People in Developing the Scheme

Disabled people will be involved in developing the scheme with the SLT when appropriate and through the School Council. We will also consult with groups of children with HI, VI, Dyslexia, AD/HD, ASD and other disabilities as appropriate.

Developing a voice for disabled students, staff and parents/carers

We will liaise with the Student Council in developing opportunities for all children to express their opinions, including those with disabilities. A long term objective will be to provide a specific forum for all other members of the School Community ie staff, parents/carers.

The Governing Body

The Governing Body will report on targets that have been met and what impact they have had on achievements of students with disabilities through the School Prospectus.

Removing barriers

We will endeavour to remove barriers by making reasonable adjustments as appropriate to the physical environments, curriculum and any information provided by the school. (See Accessibility Plan)

Disability in the Curriculum, including teaching and learning

We will develop positive attitudes about disability by raising awareness with the school community through training, seminars and presentations.

Eliminating harassment and bullying

Peer Mediation training is in place and is a key element in eliminating bullying from our school. The Anti-bullying policy is reviewed annually by the school council and forms part of the PSHME curriculum across the whole school.

Reasonable Adjustments

Will be made as appropriate to individual situations i.e. access to school trips, access to field work, materials for visually impaired. We will measure effectiveness by auditing attendance at these events.

Information, Performance and Evidence

Student Achievement -

Inclusion Manager to analyse data gathered on three occasions during school year for students identified on SEN and Medical Registers and through constant monitoring by the Standards Team.

Learning Opportunities -

Links with outside agencies are well established to support pupils with a variety of specific needs, including disabilities. The School acts positively on all advice provided in order to ensure the best outcomes for children. The School provides a wide variety of enrichment activities to support learning in a variety of contexts, and expects to continue this in the future.

Social Relationships

Circle of friends, Social Skills Groups, Anger Management, Lunch time Homework Club, Circle Time.

Employing, promoting and training disabled staff

See the Equal Opportunities policy. The School is fully committed to recruiting the best people to work in our school, regardless of disability and provides appropriate levels of support for all staff.

Impact Assessment

We will measure the impact of new and existing policies by inviting feedback from students with a disability, their families and carers and also from the whole school community. The Head Teacher will monitor the impact and report to the Governing Body annually. The information will be published in the School Prospectus.

Reviewing/Monitoring

The Governors Finance and General Purposes and Curriculum Committees will formally evaluate the success of our Disability Equality Scheme, every year and undertake a full revision every three years.

Review Date November 2009

Approved by Governing Body 8.12.09

Next review December 2010

Action	Responsible Person	Timescale	Resources	Measurable Impact	Monitoring & Evaluation
<p>Asthma register and al medical needs registers updated</p> <p>All other disabilities added to children's details.</p>	<p>JM</p> <p>JM</p>	2009/10	<p>Time</p> <p>Parent questionnaires/Pupil info booklets</p>	All medicines organized appropriately. All medical needs details on file in office and accessible for all staff	HT - through day to day impact of arrangements and written records
To question all families and staff in the school on "Disability" to develop the Action Plan and Scheme	Head teacher and curriculum/Health and Safety gov.	Summer 2009	Staff, parents	Data gained for the reviewing/updating of the scheme and Action Plan.	Annual questionnaire, or used on a 1:1 when new parents or staff join the school to be used to gain parent and staff views (See Scheme)

Questionnaire devised, sent to parents, returned and results analysed. Questionnaire devised, sent to staff, returned and results analysed.					Action Plan updated and revised when new data gained which impacts upon the needs of individual users.
Monitor policies to Ensure compliance. Curriculum Governors to evaluate the policies in school to ensure that where appropriate they link to DES. Policies clearly define their role in ensuring Equality.	Governing Body	2009/12	Committee time, exemplar policies, LA/Diocesan advice as appropriate	Policies clearly define their role in ensuring Equality for all members of the school community – specifically where a disability is evident. Staff understand the changes which are occurring. Parents are informed of changes through annual report. Parents have access to developed policies through website	Developments reported to parents by GB. All newly developed policies available to parents through Freedom of Information Act. Policies are evaluated and their impact monitored upon teaching, learning, access and equality of opportunity. Staff/governor access to policies through VLE
Monitor the number of staff who count as disabled under the DDA 2005.	HT, staffing cttee	Annual			Evidence shared with Governors through sub committee meeting and Head's reports
Ensure Health and Safety is compliant with all requirements and provides a safer learning environment for all	Premises cttee, Bursar, HT	On-going	Cttee time, H&S review/termly walks	School walks will shape the Buildings Development Plan alongside routine H and S checks on teaching spaces	Health and Safety is compliant with all legal requirements. Evidence is stored centrally for Governors

<p>learners. Use the audit of learners and users to support developing the school site plan. Ensure discussions take place between Health and Safety Team from RBC and use their support to provide the right resources and solutions within our site for our users. Ensure any further building work is compliant with new Disability Legislation. Action Plan developed as a result of surveys and observations from H and S and Child Services.</p>				<p>and resources.</p>	<p>and external bodies to monitor.</p>
<p>To raise the profile of disabilities within the community and world at large through using positive resources and experiences. All staff to look for meaningful opportunities where disability can be explored positively, and thus reduce stereotypical views)</p>	<p>Staff, HT</p>	<p>On-going</p>	<p>Curriculum resources as identified through budget requests Liaison with The Avenue School, inclusion activities</p>	<p>Children have age appropriate awareness and understanding of disability and are comfortable in exploring disability issues</p>	<p>Visual displays and learning shows the children's understanding of disability is wider than preconceived ideas.</p>

To improve provision for visually impaired learners and staff by providing emergency exit support and visual fire alarms, stair strips	Premises cttee, Bursar, HT	Summer 09	Fire alarms, emergency exit info in Braille, stair strips	Improved resources for visually impaired evident on building walks	Those with visual impairment recognize and able to use resources.