



Hardwick Community Primary School

Disability Equality Scheme

2009-2012

1. RATIONALE

- 1.1 At Hardwick Community Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards.
- 1.2 Our Disability Equality Policy is based on the following school values which underpin all our work.
- We seek to provide a safe, secure and stimulating environment in which all children will feel happy, cared for and confident, nurturing high self-esteem by the celebration of their endeavours and successes in all areas of their life.
 - We are committed to providing a high standard of education, through a broad, balanced and stimulating curriculum, which will foster independence, encourage personal achievement and prepare each child for life in the wider world.
 - We offer equal opportunities by recognising that all children have individual needs and learning styles, which we will strive to meet through the use of a variety of teaching methods allowing children to reach their full potential.
 - We believe in developing children's moral and spiritual awareness, encouraging children to understand the feelings and values of others and to consider thoughtfully their own attitudes, values and beliefs.
 - We recognise that our society is diverse and multi-cultural and we foster mutual respect and tolerance of everyone.
 - We recognise the importance of parents and carers as co-educators and promote strong links between school, home and the wider community.
 - We actively promote children's thinking skills, innovation and creativity as well as attitudes of honesty, commitment, self-discipline and responsibility.
 - We are committed to providing opportunities in school for enhancing emotional and physical health.
- 1.3 The aims of Hardwick Community Primary School in relation to disability are to actively seek to:
- promote equality of opportunity between disabled persons and other persons;
 - eliminate discrimination that is unlawful under the Disability and Discrimination Act (DDA) 2005;
 - 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;
 - take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons. (DDA 2005 S.49A)
- 1.4 Hardwick Community Primary School we are committed to ensuring equal treatment of all our pupils, parents/carers, employees and any others involved in the school community, who may have any form of disability. We will ensure that disabled young people and adults are not treated less favourably in any procedures, practices or service delivery.



Hardwick Community Primary School Disability Equality Scheme 2009-2012

- 1.5 The school acknowledges the fact that reasonable adjustments for disabled pupils, staff and parents/carers are essential to support children in achieving the 'Every Child Matters' outcomes.
- 1.6 Our school will not tolerate harassment of young people or adults with any form of impairment. This also includes pupils who are carers of disabled family members or parents.
- 1.7 This scheme should be read in conjunction with our Single Equality Policy; Anti - Bullying Policy; Positive Behaviour Policy; Educational Visits Policy; SEN Policy; Race and Gender Equality Policies; and all relevant Personnel policies.

2.0 OUR DUTIES AND THE ROLE OF THE GOVERNING BODY

The following General and Specific duties are outlined in the Disability and Discrimination Act (DDA) 2005

- 2.1 The General Duty requires that every public authority should:
 - Promote equality of opportunity between disabled persons and other persons
 - Eliminate discrimination that is unlawful under the DDA
 - Eliminate harassment of disabled people that is related to their disabilities
 - Promote positive attitudes towards disabled persons
 - Encourage participation by disabled people in public life
 - Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people
- 2.2 Public bodies are required to comply with the Specific Duties which are:
 - To publish a Disability Equality Scheme (DES) which includes a three year Action Plan
 - To involve disabled people in the development of the DES
 - To take the steps set out in the Action Plan (unless it is unreasonable or impracticable to do so)
 - To publish an annual report on progress with the Action Plan
- 2.3 Under Part 5A of the Disability and Discrimination Act (DDA), governing bodies are required to:
 - Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
 - Prepare and publish a disability equality scheme to show how they will meet these duties.
- 2.4 This scheme and the accompanying Action Plan set out how the governing body of Hardwick Community Primary School will promote equality of opportunity for young people and adults. Duties in Part 4 of the DDA require the governing body to increase access to education for disabled pupils in 3 ways:
 - increasing the extent to which disabled pupils can participate in the school curriculum;



Hardwick Community Primary School *Disability Equality Scheme* *2009-2012*

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

3.0 DEFINITION OF "DISABILITY"

3.1 At Hardwick Community Primary School we promote disability equality and prepare all our young people for life in a diverse society. We use the term 'disabled' to refer to someone who has:

"a physical or mental impairment which has a substantial and long-term, adverse effect on his or her ability to carry out normal day-to-day activities."

We do not interchange the term disabled with the phrase special educational needs although we appreciate that many pupils with SEN will also have disabilities (see Appendix 1).

3.2 We use the DDA definition of impairment to include hidden impairments such as severe dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- physical impairment' which includes sensory impairment;
- mental impairment' which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

3.3 We believe that an impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered. In relation to normal day-to-day activity the test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

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

We recognize that individual cases need to be judged and responded to.

4.0 CHARACTERISTICS OF OUR SCHOOL AND COMMUNITY -DISABILITY AND SIGNIFICANT FACTORS

4.1 Hardwick Community Primary School serves a community encompassing the villages of Hardwick and latterly Cambourne. A number of pupils also travel to us from a number of outlying villages. However new housing developments have increased the volume of social housing in the area. Over the last two years the catchment has also



Hardwick Community Primary School Disability Equality Scheme 2009-2012

included, at the request from the county council, children from the village of Cambourne. This now constitutes over 20% of the pupil population. This has led to a large increase in pupil numbers in KS1 and EY classes and has also greatly increased pupil mobility in the last 2 years. Cambourne has a very different socio-economic profile to that of Hardwick with high levels of social housing.

4.2 Our enriched and innovative curriculum gives all children the opportunity to participate in a wide range of activities both during the school day and as part of our extensive extra-curricular activities. We fully include all pupils in all activities and ensure all members of teaching and support staff have on-going training to meet the varying needs of our pupils

4.3 The school serves the wider community by actively encouraging community use of the premises, with the two halls and community room being used every day (both during and after the school day, and at the weekends for a range of lettings. In addition to this, strong links are formed with a number of these groups to encourage their participation and contribution to school activities.

4.4 Our building is all on one level although there are steps to some entrances. There is ramp access into the school and an access toilet/medical room equipped to meet pupils' medical needs.

4.5 **Our Disability Profile**

In accordance with the DDA definitions of disability and our assessment of individual cases, the following data has been produced to outline our profile of disability. Fewer than 3% of children in our school are described as having a disability that is also a Special Educational Need. These are children with a diagnosed autistic spectrum disorder, ADHD, significant medical needs, and learning difficulties that are of such a degree as to require a Statement of SEN

It is very difficult to collect accurate data and make an assessment of disability amongst our parents and others in our school community. This is because of issues of privacy and confidentiality. This can also be the case for some members of staff. However, we have sought this information through confidential questionnaires. As a result of the difficulties in gathering such information it is not possible to produce reliable statistics on these groups. However, it should be noted that the school recognises its responsibilities towards all parents, staff and other stakeholders and promotes inclusion and access for all.

4.6 **Gathering Information**

Information is gathered from a variety of sources:

- medical registers
- SEN register
- Questionnaires for pupils, parents, and other stakeholders
- School performance data
- School admissions data



Hardwick Community Primary School Disability Equality Scheme 2009-2012

- attendance data
- school council discussions
- data related to participation in extra curricular and residential visits

To meet the Disability Equality Duty, it is essential that we monitor aspects of school life to identify whether there is an adverse impact on children with disabilities.

4.7 Involvement and consultation

Hardwick Community Primary School has consulted with all staff, governors and the wider community in the development of our Disability Equality Scheme. This consultation took the form of questionnaires and on-going discussions with a range of stakeholders. These consultations will be ongoing, in order to monitor the impact of our scheme and evaluate our actions to inform future planning.

5.0 MEETING THE SIX DUTIES

At Hardwick Community Primary School we aim to meet the requirements of the 6 duties through:

1. Promoting equality of opportunity

- through awareness raising and staff training;
- by keeping a watchful eye on the impact of policies;
- by reviewing and adjusting policies;
- through raising expectations;
- by seeking to improve communication.
- through increasing awareness of the ways in which parents of disabled children and young people can help to support their learning
- by ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.

2. Eliminating harassment and bullying

- by raising awareness amongst staff and pupils of disability-related harassment;
- by understanding the nature and prevalence of bullying and harassment;
- by recognising and addressing bullying and harassment;
- through involving pupils themselves in combating bullying;
- in reviewing the school's anti-bullying policy and procedures
- in ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
- through using circle time, story time or assembly to investigate and address the issue with all pupils if a number of incidents have been prevalent within a particular year group.

3. Promoting positive attitudes

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by challenging negativity;
- by ensuring representation of disabled people in senior positions in the school;
- through the curriculum – SEAL/PSHE/RE;
- through positive images in school books and other materials;



Hardwick Community Primary School Disability Equality Scheme 2009-2012

- by ensuring that disability is represented in posters, displays and learning materials;
- in celebrating and highlighting key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week;
- by inviting disabled members of the community/organisations to talk to children.

4. Encouraging participation in public life

- through where possible, disabled pupils, staff and parents being represented in senior, responsible and representative roles;
- ensuring that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

5. Taking steps to meet disabled people's needs, even if this requires more favourable treatment such as

- additional coaching or training for disabled pupils, staff or parents;
- special facilities for disabled pupils at breaks and lunchtimes;
- a policy of interviewing all disabled applicants who meet the minimum requirements for a job.

6. Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Hardwick Community Primary School has drawn up an Action Plan which outlines how the requirements of the DDA 2005 will be met. (See Appendix 1) This replaces our previous accessibility plan

6.0 ACTION PLAN

- 6.1 Our Action Plan forms part of our Disability Equality Scheme and shows what we intend to do over the next three years to meet the needs of our school community and our statutory duties. We recognise that in our changing population our plan will need to be reviewed annually and its impact measured. Overall responsibility for the plan is taken by the Headteachers and the Governing Body. The everyday implementation of the plan is the responsibility of the Headteacher responsible for Premises in consultation with the SENCo

7.0 MONITORING AND REPORTING

- 7.1 This action plan will be reviewed every year by the Governing Body and in consultation with stakeholders. Copies of the school's Disability Equality Scheme and Action Plan can be available in the on the school website and from the school office

7.2 Assessing the impact of school policies

In order to ensure that action is taken to meet the Disability Equality Duty, Hardwick Community Primary School will review all policies on a rolling programme as highlighted in the school's action plan and will take into account views gathered from all stakeholders, including those with disabilities, in assessing the impact of school policies