

# **Victoria Primary School**

## **Disability Equality Scheme**

**Revised 2008 - 2009**

**Our learning goal is to ignite our curiosity, motivate, challenge and  
inspire us so that:**

**Together we aim for the stars.**

## VALE OF GLAMORGAN COUNCIL

### Victoria Primary School

#### Disability Equality Scheme: 2007 – 2010

##### Legal Framework

The **Disability Equality Duty** is a new duty within the **Discrimination (DDA) Act 2005** which requires schools to take proactive steps to ensure that disabled pupils, staff and governors, parents/ carers and other people using the school are treated equally.

There are 2 elements to the **Disability Equality Duty**:

**i) The General Duty:**

- To promote equality of opportunity between disabled people and other people
- To eliminate unlawful discrimination
- To eliminate disability related harassment
- To promote positive attitudes towards disabled people
- To encourage participation by disabled people in public life
- To meet disabled people's needs ( even if this means more favourable treatment)

**ii) The Specific Duty:**

- To produce a Disability Equality Scheme by 1<sup>st</sup> April 2007.

##### **Definition of Disability**

(including cancer, diabetes, epilepsy, HIV, MS, Hearing or visual impairments, mobility, mental health conditions, learning difficulties)

e.g.

**“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 has been 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.**

**Substantial** means more than minor or trivial.

**Long-term** means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.

**Normal day-to-day activities** cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. Many children who have SEN will also be defined as having a disability under the DDA. However, not all children who are defined as disabled under the DDA will have SEN. For example, those with severe asthma, arthritis, or diabetes may not have SEN, but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act.

**This school uses the “social model” of disability and “recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole”.**

## Victoria Primary School

### Size and location

Victoria Primary caters for pupils from three to eleven. We have a nursery that caters for 32 part time pupils in the morning and 32 pupils in the afternoon.. Our school has three buildings – a purpose built nursery opened in 1998 and two Victorian buildings. The infant building has one main floor but the basement of this building houses the canteen. The main junior building has two floors. The staircases in the junior building are 27 and 32 steps. There are also steps down to the canteen and at 3 entrances to the buildings. Our school operates an Inclusive Policy. We value all stakeholders and welcome them into our school. We endeavour to make any reasonable adjustments to involve anyone with a disability in school life but the nature of the building prevents full integration for some disabilities.

### General pupil and staff information

There are currently 383 FTE pupils on roll aged from Nursery to Year 6. Class sizes are under 30. All our staff work together well as a team for the benefit of our children. The Governing Body together with the Headteacher and Senior Management and staff plan the strategic direction of the school.

## **Current representation of disabled people** **Pupils.**

Pupils with disabilities are accommodated in the school in a number of ways according to the disability. Children whose disability can inhibit their learning have their needs assessed by the school and relevant outside agencies. We ensure that all parties that are involved with the child are aware of their needs and the reasonable adjustment needed to accommodate them. The school gathers information on pupils including medical and dietary requirements and parents are asked to update the school when any issues arise. This information is used to inform the caterers, class teachers, first aiders, midday supervisors and anyone else relevant. Children with emergency medical disabilities are noted and all staff are made aware of these children for health and safety reasons. The staff that have direct contact with these children are given the correct training to deal with their conditions (e.g. Epipen, Diabetes or Epilepsy training) or are aware of the First Aider who can help.

## **Other Stakeholders.**

The school encourages other stakeholders with disabilities to let the school know (in confidence) so that reasonable adjustment can be made to meet their needs. Staff inform the school of any disability through the job application process, or would inform the Headteacher/Governing Body. Parents have the opportunity to express their views on how the school caters for people with disabilities via a letter. Any comments are noted and influence the Disability Access Plan.

## **Links to other policies.**

Please see Race Equality policy, Equal Opportunities Policy, Special Educational Needs Policy, Recruitment and Selection, Anti bullying and Inclusion Policy.

## **Relationship with nearby schools and links to the wider community.**

Victoria Primary School enjoys good relationships with other local schools and the wider community. We are part of the Penarth Community Focussed Schools. The school takes part in events with local churches and businesses. Pupils have access to a wide variety of activities that enhance their learning.

## **School's statement of commitment to equality.**

Victoria Primary School ensures that the welfare and safety of every pupil is paramount within every aspect of school life. All pupils and staff regardless of ability or disability are treated equally.

We recognise that to achieve equality of opportunity, reasonable adjustments may need to be made for some stakeholders’.

Our mission statement concludes with **Together** we aim for the stars.

### **Developing the Scheme**

#### **Involvement:**

All members of the school community should expect to be consulted about our Disability Discrimination Action Plan on a tri-annual basis.

The number of persons involved in devising the plan will depend upon the needs of the school’s population, where individuals may be asked to represent the views of a specific group based around the perceived needs within Victoria Primary School.

At any one time, school will try to ensure that the extent of involvement will depend on the size and resources of the school. We will endeavour to work with others within our community to ensure all views and opinions are taken into account.

Information collected will be used to prioritise actions necessary within school and resources will be targeted accordingly. This will be monitored by the Headteacher in conjunction with the SEN Governor and SENCO

#### **Planning Duties:**

Victoria Primary School’s Access Plan has been developed in accordance with Part 4 of the Disability Discrimination Act and sets out the actions to improve over time the physical environment of the school for disabled pupils, their access to the curriculum and the delivery of information to them. These actions are identified separately within this Disability Equality Scheme’s action plan.

### **Action Plan**

- i) Planning Duties (Access Plan)**
  - Physical Access
  - Curriculum Access
  - Access to information
- ii) To promote equality of opportunity**
- iii) To eliminate unlawful discrimination**
- iv) To eliminate disability related harassment**
- v) To promote positive attitudes towards disabled people**
- vi) To encourage participation by disabled people in public life**

- vii) **To meet disabled people's needs (even if this means more favourable treatment)**

### **Annual Reporting**

#### **Information gathered during the year**

School will seek information from parents/ carers with regard to the Disability Discrimination Act by the initial contact details we collect when pupils enter our school.

Parents will be invited to answer questions which will help us assess needs and give us an insight into the type of support they may need.

Our Disability Discrimination Act Plan will be updated every two years. School will endeavour to meet needs from within its existing resources. When this can not be achieved the school will seek support from Pupil Support and the Local Education Authority

### **Procurement**

Many functions and services within schools are now contracted out to private, charitable or voluntary sector organisations.

In so far as they have control over these, schools will need to ensure that when contracting out services they build disability equality into their contracts and that the contractor fulfils its disability equality contractual requirements.

## Monitoring and Review

This policy should be reviewed every three years or more often if deemed necessary.

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Head Teacher

\_\_\_\_\_ Governor

## ACCESS PLAN 2007 - 2010

### 1. PLANNING DUTIES (ACCESS PLAN)

#### Physical Access

To improve the physical environment of all schools to increase the extent to which disabled pupils are able to attend and be educated within their local mainstream schools with their peers.

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring and Evaluation
Ramp to Infants via Reception door	April 2007	H/T LEA	LEA Grant	Improved Access for all Safer exit point for reception and infants	Completed Safety fence to be added for pupils with limited personal safety	Better for parents with pushchairs Etc. Polling Day Very successful .
Carpet stairways with tread & coloured edging Paint edges of all steps.	By 2010	HT & Caretaker	£3000 school Repair & Maintenance	Safer access for all school community	Work scheduled for summer 2009. So much work in all previous	Cost too much to carpet. Paint only.
Ramp and new gate to shelter at back of school Gate under the shelter area was renewed to provide safer access and egress, no ramp necessary. Also provides additional exit.	2008  Summer 2008	HT/Caretaker Govs	£500	Help the visually impaired. Parents visiting concerts etc. Wheelchair access H&S Improvement	Completed summer 2008	Additional exit door was highlighted in H&S review. New door

**Curriculum Access**

**To increase the extent to which disabled pupils can participate in the school's curriculum.**

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring and Evaluation
Provision Mapping	2007 - 2008	SENCO/ Class teachers	INSET Time SENCO Admin.	Identify & meet needs of pupils with additional needs. Improved Basic skills to allow greater progress across all curriculum areas	SENCO -Certain groups Summer 2007 Whole school Autumn 2008	Pupil tracking Review meetings SE Report Initial audit 2007 Whole school Audit completed summer 2008
Due to improved links with Ashgrove Special School, numbers of pupils with Autism increasing.	2007 – 2008 2008 - 2009	HT SENCO Class teachers 1:1 learning	INSET Time SENCO Admin.	Pupils integrated into mainstream classes. Pupils accessing all	One pupil has demoted to ease re-integration problem	Pupils accessing the curriculum at their stage of development.
SEAL Implement Social & Emotional Aspects of Literacy programme to support pupils well being.	2008 - onwards	PSE working party HT and all staff	SEAL PACK Training Allocation of time	Pupils developing more social and emotional awareness, ability to recognize &	Working party presented findings to school. Training accessed	Focused assemblies and in class discussions Improving pupils well being and
Laptop access for pupils with problems in physical development.	2008- on-going	SENCO	Laptop SEN budget	Pupil having success in accessing and recording curriculum work.	In place form 2008	Year 5 pupil has laptop available as a learning resource. More success and

**Access to information****To improve the delivery and suitability of information to pupils who are disabled.**

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring and Evaluation
Visual timetables etc. for learning difficulties.	2007	SENCO Class teacher LSA's	Sparklebox	.Pupils calmed by visual timetable showing each activity in order.	In place	Visual timetable proving successful for whole class too
Autistic pupils LSA support	2007	Ashgrove link staff. HT SENCo	PSS Budget	Full time support for pupils giving consistency of care	Ashgove staff now replaced by school staff.	Competent LSA's appointed. Class teachers ensure inclusion
Good links with Ashgrove school outreach programme. SNAP organization recommended to parents	2008	HT SENCO		Specialist training for staff. Support for parents and staff.	School staff upskilled. Parents given additional support	Effective communication systems in place.
School to develop links with specialist nurses / teams for hearing and visually impaired in response to pupil needs.	2008	SENCO Class teacher	Specialist services	Pupils positioned correctly in groups and classes for optimum clarity of	Appropriate services fully involved.	Pupils' needs identified and met. Effective

## **2. To promote equality of opportunity between disabled people and other people**

To consider the needs of disabled people in all aspects of school life, with the aim that disabled people have the same opportunities and choices as non-disabled people.

Action (NB examples only)	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring and Evaluation
To ensure disabled pupils are able to take part in school trips	On-going  2009	HT Class Teachers & Support Staff	Ensure suitable Cover and Preparation for all visits.	All pupils included	Trips have been Very successful	Staff ensure very thorough Preparation with The child and the Venue.
To ensure disabled parents/carers have the same opportunity to meet their children's teachers and attend school events	Oct 2007 Open evening	HT Add to letter Discussions can be held downstairs for Yr5/6 if needed	Letter to parents Available room	All parents Given equal opportunity to attend	Some discussions Have taken place In alternative Venues.	Class teachers to parent responses

### **3. To eliminate discrimination which is unlawful under the Disability Discrimination Act 1995**

To take proactive anticipatory steps to ensure disabled pupils, parents/carers are not discriminated against in their access to Services provided by the school.

Action (NB examples only)	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring and Evaluation
To give parents/carers the opportunity to declare a disability or health condition which may require reasonable adjustments to be made	Autumn 2007	HT & SENCO	Parental Letters	School has database of parents/carers needing adjustments		Some parents have Made declarations that have been considered as
To encourage parents/carers to share information relating to any disability or health concern of their child				e-mail confidential Distribution list		This has not been as successful as hoped.
Add declaration of disability or health condition to school admission form to ensure recorded on pupil	2009	School secretary	Pupil data base	More effective Preparation for disabled parents	Added for new intake 2009	

#### **4. To eliminate disability related harassment**

To promote a culture of respect which allows disabled pupils and adults to stay safe by deterring disability related harassment or bullying.

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring and Evaluation
To develop and adhere to a strong anti bullying policy	2007- 2008 On going	HT & ALL STAFF	Classes Assemblies	Raise awareness understanding of bullying-	Policy implemented	Pupils aware of policy but lacking some self –help
To promote positive attitudes and images of disabled children, young people and adults	2007	HT Citizenship Classes with junior pupils	Circle Time Website Consultation with parents	Pupils how positive support of disabled	More integration and more understanding.	Good attitudes to pupils with disabilities.
To implement SEAL programme to strengthen all pupils’ self –help skills.	2008 – on going	WHOLE SCHOOL	SEAL PACK Assemblies Class	Pupils more acutely aware of bullying	First year of Seal implementation.	Already pupils showing a greater awareness of the
				Have strategies to prevent bullying		Bullyng, ways to prevent it. Causes and

**5. To promote positive attitudes towards disabled people**

To encourage the development of an ethos which supports and promotes disability equality.

Action (MB examples only)	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring and Evaluation
To give support to disabled pupils to participate in class discussions	On going	Class teachers	Class discussion Circle time.	School ethos where all children feel	Senco and Ed. Psych. Have set up a Circle of	Links with Ashgrove have had positive
To encourage and value the contribution made by disabled pupils	On going	All school staff		Respected regardless of age, gender,	Disabilities. One child with epilepsy, two	Children's acceptance and support of others
To provide opportunities for non disabled pupils to hear and understand the views of disabled pupils	On going	All school staff		Pupils with disabilities have equal	EBD and very low self-esteem.	Exemplified in the Circle of Friends

**6. To encourage participation by disabled people in public life**

To promote opportunities for disabled people to participate in school life.

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring and Evaluation
To recruit disabled people to become governors of the school	As and when vacancies occur	Governing body Parents	Newsletters School website	To have a fair Representation of disabled	One governor has a degree of physical disability	Every effort is made to encourage pupils
To give responsibility in the school to disabled pupils	As and when Opportunity arises.	HT and all staff	Staff and pupils	Adults on the various committees and decision making	Disabled pupils are often asked to complete	Stand for positions of responsibility.
To encourage disabled pupils to join the school council	As and when Opportunity arises.	Staff and pupils	Staff and pupils	Bodies affiliated to the school.	With other children. None on the	But the school will continue to promote equality
To encourage disabled parents to volunteer in the school.	As and when Opportunity arises.	SENCO Staff, pupils	Newsletters Personal invitation	Children will work along side disabled pupils	One parent with MS regularly helps in the infant	Children, parents and members of the local and

**7. To take steps to meet disabled people's needs, even if this requires more favourable treatment**

To make reasonable adjustments for disabled people to ensure their participation in school life.

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring and Evaluation
To give disabled staff more time to prepare or mark pupils' work	As and when appropriate	HT & senior management.	Personnel and budget	Alleviate workload for the member of staff.	Implemented in 2008 and 2009	Staff member has considerable reduced workload
To offer home visits for disabled parents	As and when necessary.	HT and class teacher.	Staff	Disabled parents given every opportunity to	None needed as yet but parents have come for	Work after suffering anxiety and stress.
				Teacher and discuss their child's progress.	Outside allocated sessions and in an alternative room.	



