

# **Disability Equality Scheme**

**2016 - 2020**

## **Bowhill Primary School**



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# Mission Statement

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At Bowhill Primary school, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. 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 and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Bowhill Primary school, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Please see linked policies:

- 1) Equal Opportunities
- 2) Anti-Racism
- 3) P.S.H.E.
- 4) Accessibilty Policy

## Check list for school staff and governors

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- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Jeans for Genes week to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

# The Disability Equality Duty (DED)

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## Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

## The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

# The Disability Equality Duty (DED)

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## Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following are being monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

## School Buildings:

As a service provider, our buildings are accessible when we hire out rooms or parts of the building.

## Contact with parents and carers:

When providing newsletters and information for parents and carers, we will make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, are held in accessible parts of the building.

## Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

# **The Disability Equality Duty (DED)**

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## Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and we will ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people.

## Involvement and consultation

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Disabled pupils, staff and those using school services have been involved in the production of this Disability Equality Scheme.

Bowhill Primary school, have consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- Drop-in sessions
- Regular 1:1 discussions
- Letter to new parents

# Making things happen

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In order to ensure that action is taken to meet the Disability Equality Duty, Bowhill Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met.

- Promoting equality of opportunity between disabled people and other people.
  - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning.
  - Ensuring that the talents of disabled pupils are represented accordingly through assemblies and G&T register.
  
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
  - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
  - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
  
- Promoting positive attitudes towards disabled people.
  - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

## Making things happen

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- Promoting positive attitudes towards disabled people (continued)
  - Celebrate and highlight key events such as the Paralympics and the Jeans for Genes event.
- Encouraging participation in public life by disabled people.
  - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

## Creating an action plan

The following action plan outlines what will be achieved in the next year with regards to ensuring we continue to meet the Disability Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	Success criteria	Monitoring	Who will be responsible for implementing the action?	Start date	Completion date
<b>2015/2016</b>							
Increasing equality of opportunity between disabled people and other people <b>(Information)</b>	The parents of disabled children and young people (CYP) may not be aware of how to best support the learning of their child	Meet with parents and discuss their concerns and signpost to relevant services	Parents feel supported and confident in how they can help their child	Monitoring will take place after every session.	CB	Ongoing since 2012	
Ensuring that the talents of disabled pupils are represented accordingly through awards given at school. <b>(Curriculum)</b>	Children with special needs have talents that constantly need addressing	Continue to highlight opportunities for awards for disabled pupils	Awards given out	Termly	MB & All staff	Ongoing since 2012	
Monitor incidents of harassment and bullying of disabled pupils.  Encourage pupils to report and take action against offenders. <b>(Environment)</b>	Ensure our supportive ethos works across the school	All bullying incidents to be reported. Anti-bullying form completed	Children feel supported by the school environment and enjoy and achieve	All staff and Governors	Head teacher	Ongoing since 2012	

Aspect of the duty	Issue being addressed	Action to be taken	Success criteria	Monitoring	Who will be responsible for implementing the action?	Start date	Completion date
Review policies in terms of impact on disability equality <b>(Information)</b>	Updating policies in the light of disability equality	Policies reviewed	Disability equality an integral part of school policies	Staff and Governors	Headteacher	Annually	
Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in work across the school. <b>(Environment)</b>	Changing community perception of people with special needs	Positive images of disabled people put up around the school	Attitudes to all are fair and challenging	Staff to question pupils on attitudes (PASS)	All teachers	Annually	
Celebrate and highlight key events such as Jeans for Genes <b>(Environment)</b>	Changing community perception of people with special needs	Celebration assemblies to take place	Attitudes to all are fair and challenging	Staff to question pupils on attitudes (PASS)	All teachers	Yearly In school	
Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council. <b>(Curriculum)</b>	Changing community perception of people with special needs	Celebration days to take place	Attitudes to all are fair and challenging	Staff to question pupils on attitudes (PASS)	All teachers	Ongoing in school life.	

Aspect of the duty	Issue being addressed	Action to be taken	Success criteria	Monitoring	Who will be responsible for implementing the action?	Start date	Completion date
<b>(Information)</b>							
<b>(Curriculum)</b>							
<b>(Environment)</b>							

Date of Policy: May 2012  
 Adopted Date: April 2016  
 Review Date: April 2020

## Monitoring and reporting

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It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

Governors will discuss the progress of the Disability Equality Scheme annually and assesses the implementation of the action plan for effectiveness. Minutes will be posted on the website and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

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For further information, please contact: Ms Caren Brooks,  
Headteacher, Bowhill Primary School.

## **Bowhill Primary School Policy on Accessibility**

### **Statement of Principle:**

Our school strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect.

Pupils should be provided with the opportunity to experience, understand and value diversity.

We are committed to reducing barriers to learning and to improving access to an inclusive education for all learners with special needs or disabilities. The school has a duty in law not to discriminate against children and young people with disabilities.

The legal 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 effect on his or her ability to carry out normal day-to-day activities.”

Physical or mental impairments 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 pupils' everyday lives.

Accessibility Plan

Please see Disability Equality Scheme: 2016-2020 **Bowhill Primary School Policy on Accessibility**

Date of Policy: May 2012

Adopted Date: April 2016

Review Date: April 2020