

Statutory/HCC Recommended	Developed by:	Approved by:	Date Approved/Reviewed	Next review date:
School	HT	HT/Resources Committee	21 Nov 2013	October 2016

Fairfields Primary School DISABILITY EQUALITY SCHEME

Period covered by the plan: October 2013 to October 2016

Introduction

Duties under Part 5A of the Disability Discrimination Act 1995 (DDA) require the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Definition

Disability is defined by the DDA as a person who has a "physical or mental impairment that has an adverse, long-term effect on their ability to carry out normal day to day activities." This covers a wide range of people, such as those in a wheelchair or who are deaf or blind, those with mental-health conditions, learning difficulties, diabetes, and severe eczema. The definition also extends to include people with cancer, HIV or other progressive illnesses from when they are first diagnosed.

Vision Statement

Fairfields Primary School seeks to make all children, staff, parents, carers and visitors to the school feel welcome irrespective of race, colour, creed or impairment. Disabled people can expect us to treat them with respect and not to discriminate on the grounds of their disability. Positive attitudes towards disabled people are encouraged throughout the school and the school seeks to identify and remove any barriers, wherever possible, which might limit access for all disabled people. Fairfields will make every effort to communicate with people in the way which best suits them and will provide information in different formats where requested.

Main Priorities of the Scheme

With input from across the school community, this document seeks to set out how Fairfields will address the main priorities of this scheme:

- **To promote equality of opportunity**
 - By overcoming potential barriers that limit access to the school for all disabled staff, visitors, parents, carers and children
 - By responding to individual needs, communicating effectively and assessing the impact of new and existing policies on disabled people
 - By enabling all children the opportunity to participate fully in the life of the school

- **To eliminate discrimination and harassment**
 - By raising awareness of staff and children, improving communications and raising expectations.
 - By teaching staff and children to recognise and address bullying and harassment, wherever it occurs, including that of disabled staff, parents, carers and other users of the school.

As a Rights Respecting School we expect all members of the school community to respect the diverse needs of others at all times.

- **To promote positive attitudes and encourage participation in public life**
 - By expecting staff to model and promote positive, respectful attitudes to disabled pupils, staff, parents and carers.
 - By encouraging children to develop an understanding of disability issues and empathise with those with disabilities.
 - By providing positive role models throughout the curriculum and all areas of the school community.

- **To take steps to meet the needs of disabled people**
 - Through additional training or support
 - By providing special facilities as required
 - By ensuring the school's policies are inclusive and do not discriminate.

Involvement of Disabled pupils, staff and parents

Parents, staff and children have been consulted on the needs of the whole school community and the changes needed to meet those needs. The children, in particular, have made valuable contributions to this scheme. We have received overwhelming

encouragement from them that this school meets their individual needs, that they feel well supported and included in all activities. None of these children felt that they were teased or bullied as a result of their disabilities and that should any situation occur where they were made to feel uncomfortable, they were confident that their teachers and the support staff were approachable and would sort out any problems they might have. All the children were able to talk about adaptations that had been made to meet their own needs and they spoke positively about their time in school.

Parents are also invited to request any support they might need themselves in order to access, or communicate with, the school; for example, they may need wheelchair space at an assembly or to receive communications in an alternative format such as face to face or by telephone. The school will make every effort to accommodate all reasonable requests wherever possible. Parents were contacted through the school newsletter and asked to contribute to this policy. No parents at that time felt that they needed to voice their opinion although we have an "open door" policy for any parents or carers to voice their opinions in the future.

The recruitment, development and retention of disabled employees

Fairfields has an Equal Opportunities Policy and welcomes applicants with disabilities to apply for positions within the school. The school will make all reasonable adjustments possible to ensure that the applicant is able to work effectively and efficiently and is not disadvantaged by his/her disability. Staff performance, support and training are monitored formally each year through the performance management cycle; however, the headteacher has an "open door" policy and encourages staff to discuss any concerns they have as they arise throughout the year.

The school has a Personnel governor as part of The Resources Committee who analyses recruitment procedures and induction for all prospective and new employees. Information and data from this assessment will be used to support the review of this policy and any related schemes.

Educational provision for disabled children.

Before a child with a disability starts at Fairfields, the school will gather as much information as possible about his/her needs so that any appropriate support arrangements can be put in place straight away. This information may be provided by parents/carers, any educational or pre-school setting previously attended or any outside agencies involved with the child.

All children are treated equally and are encouraged to participate in the life of the school as fully as they choose; joining the choir or after school clubs and going on school trips for example. Those children needing specific support for access to learning have made good progress in the past, both socially and academically.

Support for children is offered in a number of ways:

- In class: if a child has complex needs, a Learning Support Assistant may be assigned to him/her and that member of staff will receive any specific training required to support the child's needs. Where necessary, learning materials will be adapted and specialist equipment provided to enable the child to access the curriculum fully. Specific peer support may also be put in place where this would be beneficial e.g. in the form of a buddy or lead learner.
- Medical support: Teaching and non-teaching staff will support a child's medical needs (asthma inhalers, diabetes injections, EpiPens, prescribed medication) while at the same time encouraging the child to become responsible for their own needs when appropriate.
- External support: Outside agencies such as the Education Psychology Service, Occupational Therapy Department, local medical and children's services may be involved in helping the school to meet the child's needs.

All children are continually monitored and assessed so that adjustments to the level of support and/or other needs addressed. Usually, this will involve discussions with the child and the parents or carers, who are encouraged to communicate with the class teacher, support staff or Headteacher, with regard to their child's individual progress or needs.

Physical Access

The school occupies a Victorian building with classrooms spread over two floors. Although the ground floor classrooms and dining hall would be accessible to wheelchair users, there are classrooms, the library and the ICT suite located on the second floor and the building does not have a lift. Every attempt would be made to support and accommodate a disabled child, member of staff or visitor to the school and, where possible, to provide additional facilities on the ground floor. The school has disabled toilet facilities and all future building programmes will take into account the needs of the current users of the building and be anticipatory in the provision for people with disabilities.

Personal Evacuation Plans would be developed individually, as necessary.

The school does not have its own parking facilities on site and limited street parking is available to parents and visitors around the environs of the school. Permits are provided to allow staff to park along an adjacent road and in the nearby cricket club.

Impact Assessments

All school policies must be reviewed on a regular basis in order to check that the policies and procedures take into account any issues regarding disability, or any other possible discrimination, and the impact that the policies have on a particular group.

Management, Implementation and Evaluation

The Governing Body is responsible for the development and implementation of the scheme. They will take overall responsibility for the duties required under the DDA, including a responsibility to ensure that everyone in the school, staff, pupil or volunteer, is aware of the duties owed to disabled pupils.

Action Plan

The Action Plan which reflects the priorities, identified by this scheme, will form part of the School Improvement Plan which is monitored regularly and reviewed and reported at least once every year.

At all times, the school will welcome any additional views of disabled individuals or groups who may have suggestions for further improvements.

The Plan will be evaluated every three years, by assessing if all action points have been addressed and if they have achieved a positive effect on addressing the main priorities of the plan. The review of the scheme will involve disabled pupils, staff and parents.

Publication

A copy of this plan is available on request to the school office and in a different format on request. The plan is also available to view on the school website at www.fairfields.hants.sch.uk

Date of Plan: October 2013

Date of Review: October 2016

Member of staff responsible: Headteacher

The plan was approved by the Governing Body on: 20th November 2013