Valence Primary School Disabilities and Equalities Policy

2016-2017

Introduction

Valence Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery.

This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment.

Valence Primary School 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.

What do we understand by 'disability'?

'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities' (DDA 1995 Part 1, Para. 1.1)
Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illness are also included. In our school, people with disabilities include those with hearing or visual impairment, mental health issues, physical and learning disabilities. Medical conditions are also recognised.

This Disability Equality Scheme set out the ways in which Valence Primary School will meet its general and specific duties.

- At Valence Primary School every child matters. We aim to create a happy, healthy, safe and secure learning environment. We encourage all children to become independent, lifelong learners and achieve their full potential. We positively promote caring attitudes, respect and responsibility towards each other, the environment and the wider community.

Valence Primary School believes that:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

**How we will meet the General Duty and Specific Duty.**

The production of the Disability Equality Scheme provides us with a framework for integrating disability equality into all aspects of school life.

**The General Duty**

By challenging any negative attitudes to disability, we will actively seek to:
- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act 2010
- 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.

**Additional Provision and Reasonable Adjustments**

Valence Primary School has restructured educational provision to optimise use of staff, accommodation and resources in order to meet the needs of all learners. The following list gives examples but is in no means exhaustive and the provision is constantly evolving.

• Provision of Nursery Assessment Base
• Use of workstations/schedules for specific pupils
• Establishment of teaching spaces for children requiring Speech and Language Therapy, staffed by trained support staff
• Additionally resourced classrooms on both sites and for each Key Stage
• Ramps and building modifications to support ease of access
• Availability of additional ICT equipment
• Close links to external services
• Involvement in borough initiatives such as the Disability Games
• Additional support base for pupils with emotional, behavioural, social difficulties or mental illness
• Parent Support Advisors - one on each site
• SHARE - parent/teacher/TA - forge learning links between school and home
• Speechlink
• Specialist resources: lack Sheep (Speech and Language) Numicon.
• A specialist teacher for Dyslexia
• A specialist counsellor

**Gathering information from disabled pupils, staff, parents, carers and people from the wider community using the school.**

The school will seek to improve how we gather information from people with a disability by consulting with parents and pupils to encourage disability disclosure and reduce the number of 'unknown' disability status.
To comply with the DDA requirements will consider in particular:

- The educational opportunities and achievements of pupils.
- The recruitment, development and retention of disabled employees.

Gathering information will be an ongoing process. We will collect data about disability over time and analyse our policies and procedures in the light of our findings.

Using the information to prepare the Action Plan and assess the impact.

The school will use the information gathered to prepare the Disability Action Plan and to review annually the effectiveness of the actions taken. Where necessary new action points will be included.

Information will be analysed to show how much progress has been made in relation to disability equality. Educational achievements and wider opportunities for pupils with disabilities will be monitored. Further opportunities to promote equality will be included in subsequent Action Plans.

**Links between school policies, the Accessibility Plan and the Disability.**

**Equality Scheme**

This scheme relates to Disability equality issues, which are explicitly addressed in all policies through the normal review process, with priority given to the school’s Inclusion Policy, School Plan, Teaching and Learning Policy, ICT and Health and safety Policy.