



Holly Primary School Disability Equality Scheme

November 2021

Introduction:

Holly Primary School and associated Governing Bodies are committed to the inclusive principles of the Disability Equality Duty and the proactive supporting of disabled people within the school community, having as full an access and participation as possible to all the schools provide in order that they can achieve their full potential. The school and their Governing Bodies welcomes and meets the statutory duties of the Disability Discrimination Act (2005) detailed below:

The Disability Discrimination Act 2005 requires schools, when carrying out their functions to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- 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, and
- Take steps to take account of disabled persons disabilities even where that involves treating disabled persons more favourably than their non-disabled peers

Holly Primary School readily accepts its responsibility to implement these duties for any disabled individual by making reasonable adjustments in its provision where it is practical to do so.

Holly Primary school's Access Plan lays out the plans to increase access for disabled pupils to the school environment, the curriculum and the written word.

Definition of Disability

The school subscribes to the broader definition of disability contained in the DDA (2005). This includes all pupils with statements and members of the school community with serious medical conditions.

'A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.' (DDA, Part 1, Paragraph 1.1)

A disabled person so defined will be substantially affected by their disability for at least 12 months in one or more ways. The definition of disability covers a wide range of impairments including Hearing, Visual and Speech Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health issues (*memory, or ability to concentrate or understand*) and incontinence. People with ADHD, Autistic Spectrum Disorders, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, Dyspraxia, Dyslexia, gross obesity, diagnosed eating disorders, inability to lift, carry or otherwise move every day objects, perception of risk or physical danger and many more...If a person has been disabled in the past (for example, cancer remissions and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

The school's SEN and Medical registers will be used to identify pupils who meet the broadened criteria of disability whilst personnel records will provide the same information about staff.

Key Features of the Disability Equality Scheme

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

The involvement of disabled students, staff, parents and other users of the school

It is the Garibaldi Family's intention, wherever possible, to continue engaging disabled people in the reviewing, planning and development of provision for disabled people by the establishment of a working party including an SLT member, a governor and disabled representatives in order to monitor the implementation of the DES.

Information gathering

Holly Primary School senior management team continue to gather information on behalf of the Governing body to ensure that policies and practices meet the legal responsibilities of the Disability Equality Duty. At entry, the SENCO will sensitively

ascertain from each child's family any information regarding disability. This information will be recorded and used to inform school's engagement with the child and her/his family. The SENCO will continue to include the monitoring of disabled pupils' academic progress and will respond with appropriate intervention strategies if they are needed.

The social development of disabled pupils will continue to be monitored discretely by the SENCO. Any perceived inequalities will be addressed accordingly.

In addition, the school will improve the quality of the information it currently holds and provides about disabled pupils, staff and parents/families so that any necessary adjustments can be made. This information will provide an accurate profile of the disabled members of the school community and their participation across all aspects of school life so that they can be supported in achieving their full potential.

The recruitment, development and retention of disabled employees

Holly Primary School recognises the benefits of a diverse workforce. To ensure there is recruitment, development and retention of disabled employees, the following is implemented;

- Safeguarding children guidance, the use of application form data and stating in adverts that the post is suitable for all including the disabled.
- Guidance from initial information gathering that facilities are in place.

Educational opportunities available to disabled pupils/adults

Areas of the curriculum that present challenge

Different forms of communication – including visual timetables and Makaton signing in place

Alternative provision

When planning takes place, ensuring that all have equality of opportunity to access the curriculum.

All extended school activities allow full participation of disabled pupils.

Participation in extra-curricular activities - residential visits and clubs – consider extra staffing access to as much as is reasonable.

Achievements of disabled pupils

'Progress' achievements

SATs results

Out of school club participation

Sporting achievements by providing extra staffing

Achievements for attendance

Achievements for positions of responsibility

Achievements celebrated publicly alongside non-disabled achievements rather than separately

Impact assessment

Holly Primary School is keen to ensure that none of its policies and practices disadvantage disabled people.

When policies are reviewed according to the school's planned monitoring timetable this will be in line with practices on disability equality.

Following consultation Holly Primary School will consider the impact of policies and practices on disabled people in the following areas:

School Visits policy
Extended Services
Lunchtime arrangements
Homework arrangements
Classroom organisation
Sports Day
Recruitment procedures
Reception area
School performances accessible
Parental consultations for disabled parents
Disabled representation on the Governing Body

Action Plan

Based on consultations, taking account of the information gathered, and in order to meet the duties, Holly Primary School has developed the following Action Plan to promote Disability Equality which will be reviewed regularly.

Disability Equality Duty	Outcome	Action	When	Who	Measure
Promoting equality of opportunity	All new staff made aware of Disability Equality Duty	All new staff receive information about the Disability Equality Duty and copy of policy	Within 1 st term of employment	HT & DHT/ SENCO to deliver inputs	Greater awareness of the DED and of need to promote equality of opportunity

	Better knowledge of individual needs	<p>1. Consultations via questionnaires & discussions with parents/carers, staff, governors, pupils and community groups who use school</p> <p>2. Analyse responses to ascertain needs</p> <p>3. Revise the Action Plan as appropriate</p> <p>4. All staff made aware of individual needs and reasonable adjustments are taken into account when organising curriculum and events.</p>	<p>Summer term annually</p> <p>Staff Meeting to share action plan</p>	HT & DHT/ SENCO	<p>Feedback from parents/carers, staff, governors, pupils and others who use the school.</p> <p>Action Plan revised & disseminated, adjustments made</p>
	Access to all subject/ curriculum areas	When reviewing all policies pay special attention to DED	According to school's planned monitoring timetable	All staff	All feel have access.
		When analysing progress and achievement data, particular attention will be paid to pupils with SEND	Termly	All staff	Pupils with SEND make appropriate level of progress and attainment.
		Pupils with SEND who do not make appropriate progress in curriculum will receive opportunities for intervention support.	Termly	All staff	Pupils with SEND make appropriate level of progress and attainment.
School Council agenda	After initial review School council to monitor experiences of disabled pupils	Yearly questionnaire to pupils by council	All children through school council	A part of the children's good practice.	

	Access to school events for parents/ carers	Staff made aware of reasonable access when organising events Statement on all invitations asking parent / carer to inform organiser of access needs	In place	All staff	Parents /Carers attend school events and take up from disabled people is monitored.
	Access for school community	Audit accessibility for visitors - questionnaires	Summer term annually	HT	Disabled people are able to access community events happening in school
Eliminate discrimination	Disabled people have privacy	Review upkeep of disabled facilities.	Summer Term annually	PDSS/LA/HT	Fulfil needs of disabled child in school and future children
	Raise awareness through staff training	Staff briefings	Ongoing	All staff	No discrimination & increased awareness and ability to deal with disability related harassment
	Clearer communication	Always being open, honest and improving communications	Always	All staff	No discrimination. Also see Equality of Opportunity policy.
Eliminate harassment	Anti-bullying Policy review	1. Review anti-bullying policy in light of DED. 2. Anti – Bullying Week will have a focus on disability related harassment and will include a disability awareness day as part of the week. 3. Continued use of	Summer Term 2021 and ongoing monitoring of implementation	Whole school community	Elimination (but realise this may not be total)

		Seal and Circle Time to raise awareness 4. E Learning on Radicalisation and Prevent Strategy	On going		
Promote positive attitudes	Adjustments as Required	1. Access, support, provision overall.	In all activities with reasonable adjustments	School community	People with disability feel happy
		2. Through assemblies presenting positive images of disabled people – sporting role models	Summer 2021 and then ongoing	Leadership team	Positive attitudes are nurtured and reflected across school. Disabled pupils feel valued as members of school community
		3. Audit of library books to ensure out dated stock is removed. Ensure books & posters are purchased and displayed which include positive role models.	On going	Literacy Leader	Staff and pupils see disabled people in a positive way.
		4. Continued use of Seal and Circle Time to develop positive attitudes	Ongoing	PSHE/British Values Subject leader	
		5. Staff model respectful attitudes to disabled pupils, staff and parents.	Ongoing	HT	
Encourage participation in public life.	Access to trips, residential trips	Consultation with Evolve, children & parents making sure participation viable	Every trip	All staff, children	Reasonable adjustments so participation is possible.
	Access to extra curricular activities	Ensure that there is equal access to after school clubs for disabled pupils and monitor their use.	HT & GB	All staff, children	Disabled pupils are provided with opportunities to participate in extra curricular activities
	Disabled pupils are part of the school council	Disabled pupils encouraged to stand for election and coached for the role	On going	All staff	Disabled pupils have a voice and feel empowered in

					decisions about school life.
	The school welcomes disabled staff into the workforce and encourages them to apply for senior positions	Adjustments as necessary will be made to allow disabled staff to pursue employment in line with county guidelines Confidential records of staff disclosures regarding disability are kept All job applicants will be treated equally A policy of interviewing all disabled applicants who meet the minimum requirements for a job will be adhered to.	Ongoing	HT	Equality of opportunity provided for within the application process. Adjustments made to enable disabled people to be employed.
	The school welcomes disabled representation on the governing body	Encourage disabled people to put themselves forward as candidates in governor elections	Ongoing	HT	Adjustments made so that disabled people can access positions of responsibility.
Taking steps to meet disabled people's needs	Buildings safer and fit for purpose	1. Review access plan particularly in terms of physical environment 2. Health & Safety audit 3. Buildings survey	Consult external agencies re facilitating access. Ongoing as funding and need dictates.	HT/Site Manager/GB	Access for all & adjustments made (e.g. bell intercom on outside door, disabled toilet, parking space, footpath, whiteboards re-positioned)
	All able to have choice of communication	Signs and symbols audit	Annually as part of class induction	All staff	Action plan for each class
	Disabled people's needs	When appropriate, additional coaching	As required	HT	Coaching occurs

	are met.	or training for disabled pupils, staff or parents.			
		Special facilities for disabled pupils and at breaks and lunchtimes are provided as appropriate	As required	SENCO	Facilities in place
		Responding to replies from staff, pupils, parents, governors and community users about any specific requirements which are provided if practically possible.	As required	HT	Requirements met

Policy reviewed by SENCO in consultation with Senior leadership team and stakeholders.

To be reviewed annually.