



## Disability Equality Scheme

Category:	Inclusion
Approved:	Governing Body
Related policies:	Disability Equality Plan; Equality Policy; Medical; SEN; SEND Information Report
Policy owner:	
Policy model:	Compliance: NSN Academy
Review:	Every 3 Years (April 2024)
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# Northfield St Nicholas Primary Academy Disability Equality Scheme

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

We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. The achievement of children with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school. This scheme should be read in conjunction with our school policy: Equality Policy.

## Definition of disability

The Equality Act 2010 defines a disabled person as someone who has *"physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."*

- *'substantial'* is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- *'long-term'* means 12 months or more, eg a breathing condition that develops as a result of a lung infection

## Progress conditions under the Equality Act 2010:

- A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.
- However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.
- It may not always be possible, nor is it necessary, to categorise a condition as either a physical or a mental impairment. The underlying cause of the impairment may be hard to establish. There may be adverse effects which are both physical and mental in nature. Furthermore, effects of a mainly physical nature may stem from an underlying mental impairment, and vice versa.

## General Duties

We will actively seek to:

- Promote equality of opportunity between people with disabilities and other persons. Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of people with disabilities that is related to their disabilities.
- Promote positive attitudes towards people with disabilities.
- Encourage participation by people with disabilities in public life. It is also important to respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of the different disabilities that people have, even where that involves treating disabled persons more favourably than other persons.

This is also known as the Disability Equality Duty (DED) 2005 and Equality Act 2010 applies to all children and staff with disabilities.

In addition to the above general duty to promote Disability Equality, Northfield St Nicholas Primary Academy has specific duties placed on it to:

- Appraise and update the Disability Equality Scheme every three years
- Report on progress annually

## Specific Duty

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life. The specific actions currently being taken include:

<p><b>Involvement of people with disabilities in developing the scheme</b></p>	<p>Northfield St Nicholas Primary Academy will consult with children with disabilities, staff and service users in the ongoing development of the Disability Equality Scheme by:</p> <ul style="list-style-type: none"> <li>• Using Support Plans and Annual Reviews with SEN children/parents</li> <li>• Analysis of available school disability data</li> <li>• Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of children with disabilities</li> <li>• Meeting with parents at consultation evenings</li> <li>• Disability Equality scheme surveys of all members of the school community and users of school buildings.</li> </ul>
<p><b>Developing a voice for children, staff and parents/carers with disabilities</b></p>	<p>Northfield St Nicholas Primary Academy is developing opportunities for children with disabilities, staff and parents/carers by:</p> <ul style="list-style-type: none"> <li>• Including children and parents/carers in review meetings</li> <li>• Including children and parents/carers in school questionnaires</li> <li>• Class teachers discussing issues regularly with children (via PSHE and ASK it sessions)</li> <li>• Use of the School council</li> <li>• Having a cycle of agenda items at Governing Body meetings to discuss issues.</li> </ul>
<p><b>Encouraging participation in public life by people with disabilities</b></p>	<p>Northfield St Nicholas Primary Academy ensures that children with disabilities are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> <li>• School trips</li> <li>• Performances</li> <li>• Sports activities</li> <li>• School council</li> <li>• Governing body</li> </ul> <p>Children with disabilities are included fully in normal school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.</p>
<p><b>Eliminating harassment and bullying</b></p>	<p>Northfield St Nicholas Primary Academy has a clear policy on anti-bullying. This policy was last reviewed in 2016 and is due for review in 2017 when specific reference will be made to bullying of people with disabilities.</p>
<p><b>Promoting</b></p>	<p>Northfield St Nicholas Primary Academy promotes positive attitudes towards people</p>

<p><b>positive attitudes towards people with disabilities</b></p>	<p>with disabilities by:</p> <ul style="list-style-type: none"> <li>• Ensuring displays and resources reflect diversity</li> <li>• The curriculum positively promoting difference</li> <li>• Teachers taking into account Support Plans when planning lessons</li> <li>• Use of outside agencies to support staff training</li> <li>• Using newsletters and web pages to promote policies.</li> </ul>
<p><b>Removing barriers to Learning</b></p>	<p>Northfield St Nicholas Primary Academy removes barriers by:</p> <ul style="list-style-type: none"> <li>• Not excluding children with disabilities from school trips unless a full risk assessment indicates that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried out for chosen trip locations.</li> <li>• Having appropriate seating and desk support available to provide necessary back support where required.</li> <li>• Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children.</li> <li>• Ensuring children with disabilities have access to extra curricula activities.</li> <li>• Should it become necessary, Braille signs for visually impaired children will be installed.</li> <li>• Should it become necessary, a sound loop for hearing impaired children will be installed.</li> <li>• Using coloured backgrounds on Interactive Whiteboards to aid children with dyslexic type difficulties.</li> <li>• Teachers adapting, where possible, resources and techniques to suit a wide range of learners.</li> <li>• All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SENd children.</li> <li>• Following SATs guidelines to ensure that children with disabilities have the same opportunities as their peers.</li> <li>• Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service, Speech and Language therapists, Specialist teachers.</li> <li>• Using external advisers to Annual Review meetings.</li> <li>• Using external advisers to assist with planning of PSHCE programme where appropriate</li> <li>• Regular staff INSET on teaching children with additional needs.</li> </ul>
<p><b>Access</b></p>	<ul style="list-style-type: none"> <li>• Ensuring that all areas of the curriculum can be delivered from all classrooms.</li> <li>• There is an accessible toilet available in the school. There is a ramp leading up to the main entrance of the school.</li> <li>• Parents are not permitted to park at the school but where necessary, parents/pupils who have accessibility need, will be allowed to park in the school car park.</li> <li>• Regular health and safety walks are taken in school to ensure that the school premises are meeting the requirements in relation to the Equality Act 2010</li> </ul>

	<ul style="list-style-type: none"> <li>• See Accessibility Plan</li> </ul>
<b>Impact Assessment</b>	<p>Northfield St Nicholas Primary Academy undertakes Disability Equality Impact Assessments through two specific activities:</p> <ul style="list-style-type: none"> <li>• The school will use existing procedures for reviewing the impact of provision for children with disabilities e.g. Support Plans/Annual Reviews, Year Reviews</li> <li>• External validation e.g. Parent/community surveys.</li> </ul>
<b>The Governing Body</b>	<p>Governors meetings will be held in locations that are accessible to people with disabilities when the need arises. Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website and newsletters. The School and Governors consult with parents/carers through questionnaires.</p>
<b>What disability data is currently collected</b>	<p>Northfield St Nicholas Primary Academy currently collects the following disability data (qualitative and quantitative). For all children, including those with additional needs:-</p> <ul style="list-style-type: none"> <li>• Admission forms</li> <li>• The total number of children with disabilities</li> <li>• Home and contact details</li> <li>• Outcomes of lesson observations in place to ensure that there is a consistent process for monitoring all teaching.</li> </ul> <p>2. For children with additional needs:-</p> <ul style="list-style-type: none"> <li>• SENd Learning Plans/Annual Reviews</li> <li>• SENd Register</li> <li>• Integration of children with disabilities including access to the curriculum.</li> </ul> <p>3. For staff:-</p> <ul style="list-style-type: none"> <li>• The total number of disabled staff</li> <li>• Number of appointments of disabled staff</li> </ul>
<b>Reviewing and monitoring</b>	<p>The above data is reported to a number of bodies such as:</p> <ul style="list-style-type: none"> <li>• Governing body</li> <li>• School Leadership Team</li> <li>• Academy</li> </ul>

**End of policy**