



**ST PAUL with ST LUKE**  
CHURCH OF ENGLAND PRIMARY SCHOOL  
Leopold Street, Bow, London E3 4LA

Disability Equality Scheme

Policy version Control

<b>Version no</b>	<b>Amendments</b>	<b>Approval date</b>
2	Small changes to personnel and staff roles, addition of Jigsaw scheme and Healthy schools status.	Sept 2016

## ST PAUL WITH ST LUKES PRIMARY SCHOOL

### DISABILITY EQUALITY SCHEME 2015-2018

#### VISION:

St Paul with St Luke CE Primary School (SPSL) is a safe and stimulating environment where children encounter challenging and creative learning experiences.

Each member of the school community is motivated to be a life-long learner.

We will equip everyone with the skills to achieve their full potential in a climate of mutual respect and personal responsibility.

#### STATEMENT OF AIMS:

To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.

To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.

To value each individual's contribution irrespective of race, gender, religion, sexual orientation or ability.

To encourage children to be aware of their behaviour and how it affects other people.

To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.

To ensure that the curriculum reflects the richness of our multi-cultural society.

To foster and build on relationships with parents, governors and the wider community.

To provide a planned process of staff development.

Part 1: Background

**What do we understand by "disability"?**

At SPSL Primary School we promote disability equality and prepare all our young people for life in a diverse society. We use the term 'disabled' to refer to someone who has:

'a physical or mental impairment which has a substantial and long-term, adverse effect on his or her ability to carry out normal day-to-day activities'.

The disability discrimination act (DDA) describes two broad types of impairment:

- 'physical impairment' which includes sensory impairment;
- 'mental impairment' which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

Mental impairments, such as severe dyslexia and speech and language difficulties may often be 'hidden impairments'. We do not use the term disabled interchangeably with the phrase special educational needs although we appreciate that many pupils with SEN will also have disabilities because of these hidden impairments.

We believe that an impairment itself does not mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered. The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

### **Our Values and Vision, and our Duties**

SPSL Primary School is an inner city school situated in Tower Hamlets, London. It serves an ethnically diverse community.

Valuing and celebrating diversity has for many years been central to achieving the overall aim at SPSL Primary School of providing every child with an equal opportunity to succeed. Our aims are:

- to provide a broad, balanced and enriched curriculum
- to ensure all pupils have access to an appropriate curriculum

- to inspire and motivate pupils to achieve their best in all that they do
- to provide experiences which enable pupils to see opportunities beyond their surroundings.

Central to this vision are the core elements set out in 'Every Child Matters' in which we strive to help secure five main outcomes for each one of our pupils:

- being healthy;
- staying safe;
- enjoying and achieving;
- being enabled to make a positive contribution;
- achievement of economic well-being.

The school acknowledges the fact that reasonable adjustments for disabled pupils, staff and parents/carers are essential to support children in achieving good outcomes for all.

We seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals and become increasingly valuable members of society.

At SPSL Primary School we are committed to ensuring equal treatment of all our pupils, parents/carers, employees and any others involved in the school community, who may have any form of disability. We strive to ensure that disabled young people and adults are not treated less favourably in any procedures, practices or service delivery. We recognise that individual cases need to be judged and responded to.

To help us achieve this, we actively and willingly seek to comply with the *General Duty* that requires every public authority 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 -this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -it is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.

- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons. (DDA 2005 S.49A)

Public bodies are also required to comply with the Specific Duties which are:

- to publish a disability equality scheme (DES) which includes a three year action plan
- to involve disabled people in the development of the DES
- to take the steps set out in the action plan (unless it is unreasonable or impracticable to do so)
- to publish an annual report on progress with the Action Plan.

Governing bodies (under Part 5A of the DDA) are required to:

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

Duties in Part 4 of the DDA also require the governing body to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

These again emphasise that disability includes learning as well as physical disabilities.

In summary, we strive wherever possible to make reasonable adjustments for people with disabilities. Certain things fall outside of the school's financial remit, such as substantial building works and the provision of physical aids. These would be funded externally, but we would do all we could to facilitate the process so as to increase access.

### **The Disability Equality Scheme, the Action Plan and the Accessibility Plan**

We have prepared a Disability Equality Scheme (which you are reading now). This, together with the accompanying Action Plan, sets out how SPSL Primary School and its governing body will promote equality of opportunity for young people and adults with

disabilities. It should be read in conjunction with the Accessibility Plan, the Anti Bullying Policy, the Behaviour Policy and the SEND Policy.

The Action Plan (which accompanies this Disability Equality Scheme) shows what we intend to do over the next three years to meet our statutory duties and the needs of our school community. Overall responsibility for the plan is taken by the Head Teacher and the Governing Body. The everyday implementation of the plan is the responsibility of the senior leadership team and the SENCO.

We recognise that with our changing population the Action Plan will need to be reviewed regularly and its impact measured. This will be done by the Governing body and virtual steering group, in consultation with stakeholders.

The Action Plan incorporates the school's Accessibility Plan and so also outlines how the school is improving children's access to the curriculum, to the environment and to information provided by the school.

### **Disability: our general day-to-day practices**

At SPSL Primary School we aim to fulfil the ambitions and duties we have described above, through:

#### **1. Promoting equality of opportunity by**

- awareness raising and staff training;
- keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- improving communication.
- increasing the awareness of the ways in which parents of disabled children and young people can help to support their learning.

#### **2. Eliminating harassment and bullying by**

- raising awareness amongst staff and pupils of disability-related harassment;
- understanding the nature and prevalence of bullying and harassment;
- recognising and addressing bullying and harassment;
- involving pupils themselves in combating bullying;
- reviewing school anti bullying policy and procedures
- ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
- the use of Jigsaw PSHCE scheme and seeking to enhance our Healthy Schools status from bronze to silver and then gold;

- 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.

### 3. Promoting positive attitudes by

- staff modelling respectful attitudes to disabled pupils, staff and parents;
- challenging negativity;
- ensuring representation of disabled people in senior positions in the school;
- including positive attitudes towards difference within the curriculum, especially through PSHCE and RE;
- ensuring there are positive images in school books and other materials;
- ensuring that disability is represented in posters, collages, displays and learning materials;
- celebrating and highlighting key events such as the Paralympics
- celebrating Anti Bullying Week in November each year and Mental health week in May each year.
- inviting disabled members of the community/organisations to talk to children.

### 4. Encouraging participation in public life by

- ensuring, where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- providing positive images of disabled people participating in public life;
- ensuring that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

### 5. Taking steps to meet disabled people's needs, even if this requires more favourable treatment by

- additional coaching or training for disabled pupils, staff or parents;
- Place2Be counselling service
- special facilities for disabled pupils at breaks and lunchtimes;
- a policy of interviewing all disabled applicants who meet the minimum requirements for a job;
- increased liaison with the parents of disabled children.

### **Disability: specific initiatives**

- The school has developed a close links with Phoenix School, Stephen Hawking and Cherry Trees. Our staff have benefited enormously from these links as we have been able to send staff to Phoenix and Stephen Hawking for training and been supported by outreach teachers from the school with strategies and planning.

- We have designated SEND TAs, most of whom have had specialist SEN training. While SEN and disability are not the same thing, many special educational needs do constitute a hidden 'mental' impairment. By addressing the needs of these children, we are reducing the impact of the impairment.
- Some members of support staff have received PECS training. This means that English can be supported by a system of picture exchange to make communication with young children who for one reason or another have difficulty with accessing spoken English.
- We are exploring alternative systems to help us monitor the progress of children at a very early stage in their learning.
- Currently we are receiving specialist training around the Autistic Spectrum Disorder and Speech & Language Disorder, working closely with the specialist speech and language therapist, the occupational therapist, and the outreach teachers from the Phoenix, Cherry Tree and Stephen Hawking Teams.
- There is ramped access from some classrooms on the ground floor to the playground. There are also two accessible toilets.

### **Involvement and consultation**

SPSL Primary School is aiming to consult all stakeholders in the development of our Disability Equality Scheme especially the parents of disabled children and the children themselves. This will be in the form of Parent Voice Events, staff meetings, questionnaires, school council meetings, circle times and Governors meetings. We aim for these consultations to be ongoing, in order to monitor the impact of our scheme and evaluate our actions to inform future planning.

### **Gathering Information**

We are in the process of gathering information from a variety of sources, so that we can readily identify and take account of the disabilities of specific children. Information comes from:

- medical registers
- care plans
- SEND register
- School Performance Data
- School admissions data

- attendance data
- contact with outside agencies
- Pupil progress meetings

### **Monitoring impact of school life on people with disabilities**

To meet the Disability Equality Duty, it is important to monitor wider aspects of school life to identify whether there is an adverse impact on people using the school who have disabilities.

The school monitors its provision in the following areas and pays regard to:

- The role of the school as a service provider - to meet the needs of the 'customer'
- Contact with parents and carers - paying due regard to any parents who cannot read newsletters and other communication from school and who may not be able to come into school
- Open evenings and events - ensuring there is access to all school activities for any disabled friends or family.
- Our tracker to monitor progress and attainment of specific group.

### **Assessing the impact of school policies**

In order to ensure that action is taken to meet the Disability Equality Duty, we are proposing to review all policies on a rolling programme. We will take into account views gathered from all groups of stakeholder, especially those with disabilities, in assessing the impact of school policies