



Naburn CE Primary School accepts its general responsibilities under the Disability Equality Duty to have due regard to the need to:

- Promote equality of opportunity between disabled and non-disabled people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- Eliminate harassment of disabled persons that is related to their impairments;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life; and
- Take steps to take account of a disabled person's impairments, even where that involved treating the disabled person more favourably than other people.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

Through regular reviews involving the school council, parents, staff and governors we will develop and monitor the scheme.

School Ethos, Vision & Values

At Naburn CE Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We have recently reviewed and updated our school aims and values in consultation with pupils, parents and staff.

The achievement of all pupils regardless of ability will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of any kind.

Definition of Disability

The Disability Discrimination Act 1995 defines a disabled person as 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'.

According to the Disability Discrimination Act, impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if 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 and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although

the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.

Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

How Disabled People have been Involved in the Scheme

Naburn CE Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. When the need arises we will involve disabled people in the following ways:

Disabled Pupils:

We have spoken to all pupils in school and they feel it is important that we:

- Make sure everyone is included in the activities in the classroom and that everyone has someone to play with at break time and lunch time.

Disabled Staff:

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them.

We have surveyed all staff and given them the opportunity for further informal discussion. Key issues identified by our staff were:

- None

Disabled Parents/Carers:

We have given all parents/carers a questionnaire and we have spoken to disabled parents/carers in order to identify any barriers and how we can improve the way we meet their needs.

Key issues identified by our disabled parents/carers were:

- No key issues were identified

Key issues identified by our school following parent consultation were:

- *Ensuring all staff are aware of children's' needs and requirements – especially supply staff*
- *Developing staff knowledge through specific training as needs arise (Specialist Liver Transplant Team from LGI)*
- *Ensuring effective communication with parents of children with specific needs in case of infections/ sickness in school*

Disabled members of the local community:

Currently no community groups use the school facilities. However, following building work we have ensured ramps to all entrances; a hygiene suite with hoist and disabled facilities; a lift to the upper floor.

How we have gathered information on the effect of our policies and practices on disabled people.

We recognise that our policies and practices may impact on disabled people and in particular on:

- The recruitment, development and retention of disabled employees;
- On the educational opportunities available to and the achievements of disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:

Pupil Achievement

Class Teachers collate a wide range of information on their pupils and their attainment including IEPs, and pupil tracking information is collected termly. The school SENCo keeps records on all pupils which details special needs information, previous attainment and other achievements. The office has paper and computer held records which details information on all pupils. These records are continually monitored, reviewed and updated as necessary by the assessment coordinator and head teacher.

Learning Opportunities

All pupils have access to a full curriculum which is differentiated to meet their needs. All pupils have appropriate targets set for them which are shared with both pupils and parents. The school works in partnership with parents and carers to ensure home/school support. Children with additional /special needs have half termly parent and pupil review meetings and termly meetings where all the agencies involved can work together to share information, monitor progress and agree common goals.

Admissions, Transitions, Exclusions:

Our exclusions rates are nil due to the effective behaviour policies in school.

We have excellent links with our feeder settings with the Early Years Partnership and Secondary Schools to which our pupils transfer and take all reasonable steps to ensure that information about additional needs is received and passed on.

We support Escrick Pre- School within the Early Years partnership by working with them to identify children with special needs and disabilities. We meet regularly with Fulford Secondary School to ensure a managed transition for all pupils.

Social Relationships:

All children are encouraged to play together and share common social experiences. No child is excluded from activities due to their disability, the activities are adapted and they participate to the best of their abilities.

We realise the need to encourage visits from a number of different groups which promote understanding of disabled people and their lives. We aim to improve pupils' understanding and appreciation by discussing the issues raised by visitors and the way in which pupils choose to support groups during charity fund raising weeks.

Our library is stocked to promote and develop understanding of and empathy with a range of differing disabled / non-disabled groups.

Employing, Promoting and Training Disabled Staff

We are very positive towards the employment and promotion of disabled people should this opportunity arise.

How we will assess the impact of our policies?

We recognise that all our school policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies.

The Governors and Staff led by the Headteacher monitor the effectiveness of all school policies and this policy will be part of that review process. The School Council are used to gather the feedback of the pupils on a variety of issues and this will be included in that. Specific pupils with additional/special needs will be able to feed into the review process when they (or their parent / carers) are asked for their views as part of their termly and annual review process.

Class teachers who are with the children each and every day will be an essential part of the reviewing process because they are able to speak to the pupils on a daily basis and bring to notice any difficulties, suggestions or ways to improve our policies and the actions they influence. Parents will have the opportunity to contribute at review meetings and twice a year at the regular parent/teacher consultation evenings. If it is felt necessary a further questionnaire will be distributed to all parties involved.

The whole policy and scheme will be reviewed in 3 years time November 2016.

Our Action Plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.

Our existing accessibility plan outlines the steps we are taking to improve:

- Curriculum access
- Provision of information to disabled pupils
- Physical access

Reporting

- This policy will be available on the school website

Revisiting the Scheme

Our scheme will be reviewed and revised after a period of three years and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our prospectus.

The policy will be monitored by the Teaching and Learning Committee and the Campus and Community Committee.

Designated Members of Staff : Mrs Nicola Stephenson Barr (Head teacher/ SENCo)
Mrs Caroline Buck (SBM)