

WEST PARK CE PRIMARY SCHOOL



Disability equality scheme & Accessibility Plan

Original Developed by:	P.Neale, Headteacher
Date:	September 2012
Reviewed:	November 2017
Approved by Governors:	November 2017
Shared with staff:	November 2017
Next review due:	November 2018
Reviewed:	Autumn 2018
Approved by Governors:	Autumn 2018
Shared with staff:	Autumn 2018
Next review due:	Autumn 2019
Reviewed:	Autumn 2020
Approved by Governors:	October 2020
Shared with staff:	October 2020
Next review due:	Autumn 2021
Shared with staff:	Autumn 2021
Approved by Governors:	
Next review due:	Autumn 2022
Shared with staff:	Autumn 2022
Shared with Governors.	Autumn 2022
Approved by Governors:	Spring 2023

West Park CE Primary School

Disability Equality Scheme and Accessibility Plan

Introduction

West Park Primary School is a large school on the outskirts of Worthing in an area with a mix of privately owned housing and social housing. The school is unusual in that it has Special provision (Special Support Centres) for 6 children with Physical Disabilities and for 14 children with 'Communication and Interaction Needs'. The school is committed to ensuring equal treatment to 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 and service delivery.

The school will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

Duties under part 5a of the Disability Discrimination Act (DDA) require the Governing body 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.

The DDA also requires the governing body to plan to increase access to education for disabled pupils in three ways.

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the environment of the school.
- Improve the delivery of information.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Definition of disability

A disabled person is someone who has a **physical or mental impairment** that has a substantial or **long term** adverse effect on his or her ability to carry out **normal day to day activities**.

- **A physical or mental impairment** includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.

- **Long Term** means an impairment that has lasted at least 12 months or is expected to last at least 12 months.
- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eye sight, memory or ability to concentrate, learn or understand, perception or the risk of physical danger.

The General Duty

We will actively seek 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
- celebrate disabled person strengths, as they are valued members of our school
 - 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.

How we will meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

The main actions to be taken in the next three years to promote disability equality are described in the school's Accessibility Plan. This plan will run in conjunction with the School Improvement and Development Plan and will be subject to revision and amendment at the end of the three year period.

Involvement of Disabled pupils staff and parents

When this plan/scheme is reviewed the school will consult with the following:

Parents

Pupils/staff – children/staff with disabilities will be invited to contribute their views as part of staff surveys and pupil voice.

Governors – input will be sought at committee level.

Community – Users/visitors of the school will be invited to share their views through SEN questionnaires for parents and the opportunity to be part of a parent forum.

The school appreciates that in endeavouring to gather full and accurate information to support the development and monitoring of this policy the following considerations will need to be taken into account.

- Reassuring pupils, staff and parents about confidentiality
- Ensuring that the ethos of the school is conducive to trust and openness
- Emphasising how information may lead to beneficial adjustment being made

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan, however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents, and relevant agency partners. In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- the extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- the practicality of the adjustment
- the availability of financial assistance
- the financial burden of making the adjustment
- the size of the school

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom
- in the school curriculum
- at all times and in all parts of the building

and when

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

The Scheme: The Specific Duty

General Duty Main Actions	Action
Promoting equality of opportunity	<ul style="list-style-type: none"> • Reference school accessibility plan. • As an equal opportunities employer we would ensure that reasonable steps were taken to enable a member of staff with a disability was able to participate fully in school life. • Actively seek views of pupils, staff and users of the school. • Reference Inclusion policy.
Eliminating discrimination	<ul style="list-style-type: none"> • Ensure staff training includes consideration/implications towards any disability. • Ensure health and safety considerations are met and relevant training provided e.g. manual handling. • Ensure policy review considers the impact of disabilities • Lesson planning considers full involvement of pupils with disabilities
Eliminating harassment	<ul style="list-style-type: none"> • Reference anti-bullying policy (reviewed annually) • Reference HRE programmes of work
Promoting positive attitudes	<ul style="list-style-type: none"> • Staff actively encouraging understanding by pupils of the impact of disabilities on accessing the curriculum. • Ensure that there are positive images in school books and other materials
Encouraging participation in public life	<ul style="list-style-type: none"> • Ensure opportunities are taken to provide positive role models of

	disabled people where possible
Taking steps to meet disabled peoples' needs, even if this requires more favourable treatment.	<ul style="list-style-type: none"> • Visitors to the school – practical steps are taken to ensure visitors' needs are met e.g. disabled toilet facility, disabled access parking in close proximity to the school, preferential seating when required, assigning a person to support where necessary. • Pupils – ensuring that their needs and wishes were taken into account when making decisions regarding participation in school life e.g. fitting fire door openers so that children in wheelchairs are able to be more independent, being sensitive to pupils' feelings with regard to participation in some events such as sports day. • Staff – training where necessary

Information gathering to support monitoring and review

The school collects data to help monitor the impact of its policies. Data collected with reference to this policy will include information on:

- pupil achievement, data analysis, pupil progress meetings, Pupil Profile reviews
- learning opportunities - i.e. take up of courses/external visits
- exclusions
- social relationships
- employing, promoting and training disabled staff
- communication with pupils, parents, staff and users of the school

The policy, plan and scheme will be published on the school web site and a paper copy (with an enlarged font if needed) can be made available on request.

Link to accessibility plan-

<https://www.westpark.w-sussex.sch.uk/wp-content/uploads/2022/02/Disability-Equality-Scheme-Accessibility-Plan.pdf>

The Full Governing Body will review progress on an annual basis and details will be recorded in the minutes. There will be a more formal evaluation at the end of the three-year cycle.