



**Whybridge Infant School Disability Equality Scheme /  
Accessibility Plan**

**2013 - 2016**

## **Whybridge Infant School disability equality Scheme 2013 – 2016**

### **Introduction**

Duties under Part 5A of the Disability Discrimination Act, (2006), (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: and
- ✚ Prepare and publish a disability equality scheme to show how they will meet these duties.

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

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

- ✚ increasing the extent to which disabled pupils 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.

This scheme incorporates the school's plans to increase access to education for disabled stakeholders and was updated January 2013.

## **Whybridge Infant School vision and values:**

At Whybridge Infant School we are committed to ensuring equality for all pupils and members of the school community. By school community we include, pupils, governors, teachers, teaching assistants, office workers, all support staff and parents and carers. The purpose of this document is to ensure that the school fulfils this aim. We value all stakeholders and aim for them to fully participate in all aspects of school life relevant to their role. We believe that equality of access to ensure this will be achieved if we take positive action to make reasonable adjustments to redress the inequalities faced by some stakeholders and aim to promote positive attitudes towards people with disabilities.

At Whybridge Infant School “disability” is regarded as an over arching term to include the following:

- ✚ People with:
- ✚ Mental health
- ✚ Diabetes
- ✚ Cancer
- ✚ Multiple sclerosis
- ✚ Sight impairment
- ✚ Hearing impairment
- ✚ Physical mobility difficulties

## **Involvement of disabled stakeholders:**

When pupils join the school they have a confidential meeting with the Head Teacher and are able to discuss any disabilities. Staff have an annual appraisal and are able to discuss any disabilities. Other stakeholders are able to see the Head Teacher at any time and discuss any disabilities.

Parents can request an individual meeting with the Head Teacher to offer their opinions regarding the DDE Scheme

Staff can request an individual meeting with the Head Teacher to offer their opinions regarding the DDE scheme.

Staff meeting time will be allocated for staff to offer their opinions.

The above information gathering process will offer the stakeholders the opportunity to have their input, it is hoped that this will provide the following:

Insights into the barriers people face

Expertise into ways to overcome these barriers

Develop relationships between the school and disabled people and allow the school to make the necessary adjustments to meet the needs of disabled people.

## **Views of those consulted during the development of the plan.**

The results of the consultations as described above will be incorporated in to the scheme and future schemes / amendments.

DATA PROTECTION LEGISLATION WILL BE OBSERVED IN SHARING INFORMATION AT ALL TIMES

### **Information gathering**

Disabled pupils and parents are identified through self declaration, recruitment procedures and on admission forms.

A definition of the school's understanding of the breadth of the term disability will be incorporated into the school brochure to ensure a common understanding of what constitutes a disability. The ethos of the school is such that people feel comfortable to disclose their impairment and will be guaranteed that their disclosure will be treated with the level of confidentiality they demand. The ethos of the school is to celebrate diversity and this belief will be evident in the DDE scheme.

### **Recruitment, development and retention of disabled employees**

The recruitment process allows new employees to declare any disability. When necessary the school will use the Access to Work services to ensure any required adjustments are made to meet the needs of disabled staff.

Existing staff are able to meet with the Head Teacher to disclose any disabilities and input into the plan and discuss any current or perceived future needs. As a more accurate picture of disabled staff is created it is planned that their needs will be reflected in policies and procedures as they are developed over the coming years. Information regarding disabled staff will be analysed by the senior leadership team to ensure that they are represented across all levels. The school believes that when disabled people are truly represented on the staff they will provide a positive role model for other adults and children showing that everyone is valued and treated fairly.

### **Participation and achievement:**

Monitoring of achievement by the Head Teacher and senior members of staff will have a focus on the achievement of pupils with a disability and any changes to policies, provision will be adopted to ensure all pupils achieve. The school will endeavour to ensure policies and procedures will offer equality of opportunity to all pupils and ensure that disabled pupils will have access to all aspects of school life once adjustments have been made to cater for their needs as appropriate. This will ensure full participation in school activities where possible.

### **Impact Assessment**

The main mechanism by which the school will assess the impact of the policies will be by bringing together the issues as identified through the involvement of disabled stakeholders and by analyses of the information on the school holds on disabled stakeholders. This method of review will highlight success and areas to be incorporated in the next plan as areas for development will be apparent.

By undertaking the audit and other information gathering strategies as detailed above the school will be in a good position to identify the key priorities for the DDE scheme and plan appropriate actions which will be incorporated in the accessibility plan.

### **Promoting Equality of Opportunity (also refer to Equality policy)**

The ethos of the school and belief of the stakeholders is that adjustments should be made where possible to promote equality of opportunity for all stakeholders. The current accessibility plan goes a long way towards this however the revised plan will be more proactive and will cover disabled stakeholders.

The school will seek to promote positive attitudes to disability by staff displaying positive attitudes to people with a disability, seeking to promote people with a disability in the curriculum, and reviewing resources that include / promote positively people with a disability.

The school will seek to eliminate discrimination by raising awareness through staff training, monitoring the impact of the scheme and policy changes and by improving communication.

The school will seek to eliminate harassment by raising awareness of disability related harassment, involving pupils in eliminating "bullying" should it occur.

The school will seek to encourage participation in public life by encouraging disabled stakeholders to participate where they see their peers succeeding and where there are positive images of disabled people participating.

The school will take steps to meet the needs of disabled people even if it may appear to be offering more favourable treatment. This may take the form of additional coaching / mentoring or by providing special facilities / equipment.

### **Making It Happen**

The implementation of the scheme will be closely monitored by the governing body via the curriculum and pupil matters committee. The scheme / accessibility action plan will be combined to produce one document the DDE scheme. The action plan element of the scheme will have explicit objectives / actions and identify a clear timescale and responsibility for implementation have success criteria to monitor the impact of the scheme.

The scheme will be available to stakeholders on request and other interested parties. It will be discussed with the school improvement partner and available on the school's website.

A written annual report on the scheme will be included in the school brochure and available to interested parties on request. The review of the scheme will identify successes and areas for development to be included in a revision of the scheme.

The process will again include disabled stakeholders and be based on information gathered by the school.

DDE / Accessibility action plan Whybridge Infant School 2013 - 2016

Target	Action	Person responsible	Cost / resources	Deadline	Success criteria
To involve parents	Parental opportunity to share their experiences regarding disability at Summer term open evening via question board.	SBM	Open evening Summer term	Summer term	Information will have been shared by parents to the school for them to act upon as and when necessary
To involve governors	Governors to share their experiences regarding disability, to be put on agenda for each committee Summer term	Head Teacher	Committee meetings	Summer term	Governors have shared their views and actions based on these is built into action plan
To involve pupils to give their views	Class and school council will discuss this as the focus for the school council	Head Teacher, teachers	Class council who report back to school council led by Head teacher	Summer term	Class council have discussed issues and fed back to Head Teacher and actions added to plan
To involve staff to share their views	DDE scheme is scheduled for discussion in staff meeting	Head Teacher	Staff meeting in January		Staff have shared views / experiences and actions built into action plan
Analyse the information gathered and incorporate it into a revised plan.	Data form stakeholders analysed and plan / scheme updated	Head Teacher	Time	September	Plan is updated based on analysis of information gathered

Target	Action	Person responsible	Cost / resources	Deadline	Success criteria
Be aware of the different needs of children	Section on joining sheet for any needs such as a disability	Head Teacher	Time	July	Staff will act upon information given at individual meeting
To minimise physical barriers that could cause concerns for pupils with a disability	Termly health and safety checklists to include room layout section	Head Teacher	Time	Termly	Forms amended and staff rooms modified to minimise the impact of physical barriers for pupils / adults with a disability.
For learning resources to offer differentiation to consider visual / hearing impairment /disabilities	Subject leaders to conduct audit of resources and plan to purchase resources as appropriate	Subject leaders	Ongoing	ongoing	Resources are available to cater for the needs of children with visual / hearing impairment / disabilities
For staff to be aware of children's disabilities	Office staff to compile a list of children with disabilities to be kept by teachers / copy for MDA	Office staff	N/A	September	Staff have list of children with a disability in planning folder and copy in the hall for MDA staff.
School knows where to access specialist services including translators	Head teacher to compile pack of specialist services	Head Teacher	N/A	Established	Pack available in the entrance hall sign posting people to relevant services
For all policies to reflect the needs of disabled	Subject leaders to review schemes in light of DDE	Subject leaders	Leadership time	Summer	All policies reflect the DDE scheme



Target	Action	Person responsible	Cost / resources	Deadline	Success criteria
pupils	scheme				
For the curriculum to cater for the needs of pupils with a disability	Subject to review schemes of work	Subject leaders	Leadership time	Ongoing	Schemes of work allow for adjustment to be made to cater for the needs of all pupils
To identify where the building could be improved to cater for the needs of disabled people	A review of the building will be undertaken to address the DDE scheme	Health and Safety committee	1 meeting	Ongoing	A review has taken place
For the building to cater for the needs of disabled people as needs arise	Work / adjustments as identified as above will be carried out	Governing body	1 meeting cost built into budgets 20013 – 2014	ongoing	Adjustments / modifications made to the building

## Appendix 1

Whybridge Infant School Disability Discrimination Act questionnaire (staff) 2013)

Name (optional):
Do you have / consider that you have a disability? YES      NO
If yes please specify:
Has school made any amendments to cater for your disability?  If yes please specify
What could school change / adjust to improve your situation regarding your disability?
Any additional comments:

\* The data protection legislation will be observed at all times when sharing this information.

## Appendix 2

Whybridge Infant School Disability Discrimination Act questionnaire pupils /  
parents/carers

Name (optional):
Do you or you child / consider that you have a disability? YES      NO
If yes please specify:
Has school made any amendments to cater for your disability?  If yes please specify
What could school change / adjust to improve your situation regarding your / your child's disability?
Any additional comments:

\* The data protection legislation will be observed at all times when sharing this  
information.

**Results of staff survey:**

Of all staff surveyed one member of staff has a disability, that being erbs palsy. The member concerned considers that the disability does not greatly affect their day to day work except occasionally when required to lift / move large or heavy packages / boxes. As the member works in the office the office staff are now aware of this and will make any adjustments.

Reviewed by Sites and Buildings Committee Spring 2015

Signed: