

**Disability Equality Scheme for Carlton Central Infant and Nursery School,
Nottinghamshire
July 2016-2017**

Introduction:

Carlton Central Infant and Nursery School and the Governing Body are committed to the inclusive principles of the Disability Equality Duty and the proactive supporting of disabled people within the school community having as full an access and participation as possible to all the school provides in order that they can achieve their full potential. The school and its Governing Body welcomes and meets the statutory duties of the Disability Discrimination Act (2005) detailed below:

The Disability Discrimination Act 2005 requires schools, when carrying out their functions to have due regard to the need 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
- Encourage participation by disabled persons in public life, and
- Take steps to take account of disabled persons disabilities even where that involves treating disabled persons more favourably than their non-disabled peers

The school readily accepts its responsibility to implement these duties for any disabled individual by making reasonable adjustments in its provision where it is practical to do so.

The Access Plan of Carlton Central Infant and Nursery School 2015 – 2016 lays out the plans to increase access for disabled pupils to the school environment, the curriculum and the written word in line with the planning duties in the Special Educational Needs and Disability Act 2001.

Definition of Disability

The school subscribes to the broader definition of disability contained in the DDA (2005). This includes all pupils with statements and members of the school community with serious medical conditions.

‘A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.’ (DDA, Part 1, Paragraph 1.1)

A disabled person so defined will be substantially affected by their disability for at least 12 months in one or more ways. The definition of disability covers a wide range of impairments including Hearing, Visual and Speech Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health issues (*memory, or ability to concentrate or understand*) and incontinence. People with ADHD, Autistic Spectrum Disorders, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, sever Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, Dyspraxia, Dyslexia, gross obesity, diagnosed eating disorders, inability to lift, carry or otherwise move every day objects, perception of risk or physical danger and many more...If a person has been disabled in the past (for example, cancer recovers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

The school's SEND and Medical registers will be used to identify pupils who meet the broadened criteria of disability whilst personnel records will provide the same information about staff.

Key Features of the Disability Equality Scheme

This Disability Equality Scheme sets out the ways in which Carlton Central Infant and Nursery School will meet its general and specific duties.

Information gathering

Carlton Central Infant and Nursery School HT will continue to gather information on behalf of the Governing body to ensure that policies and practices meet the legal responsibilities of the Disability Equality Duty. On entry the HT will sensitively ascertain from each child's family any information regarding disability. This information will be recorded and used to inform school's engagement with the child and her/his family. The SENCO will continue to include the monitoring of disabled pupils' academic progress and will respond with appropriate intervention strategies if they are needed.

The social development of disabled pupils will continue to be monitored discretely by the SENCO. Any perceived inequalities will be addressed accordingly.

In addition, the school will improve the quality of the information it currently holds and provides about disabled pupils, staff and parents/families so that necessary adjustments can be made. This information will provide an accurate profile of the disabled members of the school community and their participation across all aspects of school life so that they can be supported in achieving their full potential

The recruitment, development and retention of disabled employees

Carlton Central Infant and Nursery School recognises the benefits of a diverse workforce. To ensure there is recruitment, development and retention of disabled employees, the following is implemented;

- safeguarding children guidance, the use of application form data and stating in adverts that the post is suitable for all including the disabled.
- guidance from initial information gathering that facilities are in place.

Educational opportunities available to disabled pupils

Areas of the curriculum that present challenge

Different forms of communication – including visual timetables and Makaton signing in place

Alternative provision

When planning takes place, ensuring that all children have equality of opportunity to access the curriculum.

All extended school activities allow full participation of disabled pupils.

Participation in extra-curricular activities - residential visits and clubs – consider extra staffing access to as much as is reasonable.

Adult courses run in school are available for all e.g. Family literacy, adult computer classes

Achievements of disabled pupils

Gold Book achievements

SATs results

Out of school club participation

Sporting achievements by providing extra staffing

Achievements for attendance

Achievements for positions of responsibility

Achievements celebrated publicly alongside non-disabled achievements rather than separately

Information on disabled parents, carers and others using the school

Carlton Central Infant and Nursery School endeavours to collect information on disabled parents, carers and others using the school through admission meetings and discussions with parents/carers.

Impact assessment

Carlton Central Infant and Nursery School is keen to ensure that none of its policies and practices disadvantage disabled people.

When policies are reviewed according to the school's planned monitoring timetable this will be in line with practices on disability equality.

Carlton Central Infant and Nursery School will consider the impact of policies and practices on disabled people in the following areas:

- School Visits policy
- Lunchtime arrangements
- Homework arrangements
- Classroom organisation
- Sports Day
- Recruitment procedures
- Reception area
- School performances accessible
- Parental consultations for disabled parents
- Disabled representation on the Governing Body

Action Plan

Carlton Central Infant and Nursery School has developed the following Action Plan to promote Disability Equality which will run from October 2016 and will be reviewed annually by the governing body in the Spring Term.

Action Plan

Disability Equality Duty	Outcome	Action	When	Who	Measure
Promoting equality of opportunity	All new staff made aware of EP	All new staff receive information about the Equality Policy and copy of policy	Within 1 st term of employment	HT & SENCO to deliver inputs	Greater awareness of the EP and of need to promote equality of opportunity

	Better knowledge of individual needs	<p>1. Consultations via questionnaires & discussions with parents/carers, staff, governors, pupils and community groups who use school</p> <p>2. Analyse responses to ascertain needs</p> <p>3. Revise the Action Plan as appropriate</p> <p>4. All staff made aware of individual needs and reasonable adjustments are taken into account when organising curriculum and events.</p>	<p>Autumn term 2015</p> <p>Staff Meeting to share action plan</p>	<p>HT & SENCO</p> <p>EP working party</p> <p>HT</p> <p>HT & SENCO</p>	<p>Feedback from parents/carers, staff, governors, pupils and other stakeholders</p> <p>Action Plan revised & disseminated, adjustments made</p>
	Access to all subject/ curriculum areas	When reviewing all policies pay special attention to EP	According to school's planned monitoring timetable	All staff	All feel have access.
When analysing progress and achievement data, particular attention will be paid to pupils with SEND		Termly	All staff	Pupils with SEND make appropriate level of progress and attainment.	
Pupils with SEND who do not make appropriate progress in curriculum will receive opportunities for intervention support		Termly	All staff	Pupils with SEND make appropriate level of progress and attainment.	
Access to school events for parents/ carers	<p>Staff made aware of reasonable access when organising events</p> <p>Statement on all invitations asking parent / carer to inform organiser of access needs</p>	In place	SBM	Parents /Carers attend school events and take up from disabled people is monitored.	

Eliminate discrimination	Disabled people have privacy	Review upkeep of disabled cloakroom	Autumn Term 2015 and then termly	SEND Governor	Fulfil needs of disabled child in school and future children
	Raise awareness through staff training	staff briefings	Ongoing	All staff	No discrimination & increased awareness and ability to deal with disability related harassment
	Clearer communication	Ensure school letters can be presented in large print and is accessible on the website. Ensure school formats are accessible for staff. Use of interpreter for EAL parents where appropriate	Always	All staff	No discrimination. Also see Equality of Opportunity policy.
Eliminate harassment	Anti-bullying Policy review	1. Review anti-bullying policy in light of EP. 2. Anti – Bullying Week Nov 2016 will have a focus on disability related harassment and will include a disability awareness day as part of the week. (Involve school nurse, children to try wheelchairs / blindfolds?) 3. Continued use of Seal and Circle Time to raise awareness	Autumn term 2015 On going	All school community	Elimination (but realise this may not be total)
Promote positive attitudes	Adjustments as Required	1. Access, support, provision overall.	In all activities with reasonable adjustments	School community	People with disability feel happy
		2. Through assemblies presenting positive	Autumn 2016 and	Sports Specialism	Positive attitudes are

		images of disabled people – sporting role models	then ongoing	Leader	nurtured and reflected across school.
		3. Audit of library books to ensure out dated stock is removed. Ensure books & posters are purchased and displayed which include positive role models.	On going	Lit Co	Disabled pupils feel valued as members of school community
		4. Continued use of Seal and Circle Time to develop positive attitudes	Ongoing	PSHCE Subject leader	Staff and pupils see disabled people in a positive way.
		5. Staff model respectful attitudes to disabled pupils, staff and parents/carers.	Ongoing	HT	
Encourage participation in public life.	Access to trips, residential trips	Consultation with EVOLVE, children & parents making sure participation viable	Every trip	All staff, children, EVC	Reasonable adjustments so participation is possible.
	Disabled pupils are part of the school council	Disabled pupils encouraged to stand for election and coached for the role	On going	All staff	Disabled pupils have a voice and feel empowered in decisions about school life. Amendments to the DES as appropriate
	The school welcomes disabled staff into the workforce and encourages them to apply for senior positions	Adjustments as necessary will be made to allow disabled staff to pursue employment in line with county guidelines Confidential records of staff disclosures regarding disability are kept All job applicants will be treated equally	Ongoing	HT & GB	Equality of opportunity provided for within the application process. Adjustments made to enable disabled people to be employed.

		A policy of interviewing all disabled applicants who meet the minimum requirements for a job will be adhered to.			
	The school welcomes disabled representation on the governing body and PFA	Encourage disabled people to put themselves forward as candidates in governor elections and to join the PFA	Ongoing	HT & GB	Adjustments made so that disabled people can access positions of responsibility.
Taking steps to meet disabled people's needs	Buildings safer and fit for purpose	1. Review access plan particularly in terms of physical environment 2. Health & Safety audit	Consult external agencies re facilitating access. Ongoing as funding and need dictates.	SLT & GB	Access for all & adjustments made (eg bell intercom on outside door, disabled toilet, parking space, footpath, whiteboards re-positioned)
	All children able to have choice of communication as appropriate	Signs and symbols audit	Annually as part of class induction	All staff	Action plan for each class
	Disabled people's needs are met.	When appropriate, additional coaching or training for disabled pupils, staff or parents is provided.	As needed	HT	Coaching occurs
		Special facilities for disabled pupils and at	As needed	SENCO	Facilities in place

		breaks and lunchtimes are provided as appropriate			
		Responding to comments and requests from staff, pupils, parents, governors and community users about any specific requirements which are provided if practically possible.	As needed	HT	Requirements met

Carlton Central Infant and Nursery School and the Governing Body will review its Disability Equality Scheme annually. We shall report on the steps taken to fulfil the action plan, detail the information gathered, and report how that information is influencing future planning.

The Disability Equality Scheme is available on the school website and the school office. It can be provided in alternative formats on request.

Policy reviewed by SENCO in consultation with GB, HT and stakeholders.

To be reviewed Summer 2017