



Oakridge Primary School Disability Equality Scheme and access Plan 2017 – 2020

Oakridge Primary School is a co-educational day school administered by Staffordshire County Council LA, catering for pupils between the ages of 4+ and 11. The School is situated to the south-east of Stafford town.

At Oakridge Primary School we aim to provide a safe and stimulating environment for all our children to work in. We want our children to be:-

- Hard working achieving their full potential
- Polite and well mannered
- Problem solvers and independent learners
- Happy and cared for in school
- Good citizens for our inclusive, multi cultural society.

We are proud at Oakridge to be able to offer a wealth of opportunities to every child. Oakridge provides a friendly and caring community where staff, pupils, parents and governors work together to provide an environment where every child is able to fulfil their potential. Working in partnership enables Oakridge Primary School to provide a happy, caring learning community that promotes excellence; where the uniqueness of each child is valued and individual needs respect, developing each person to their fullest potential, spiritually, emotionally, intellectually and in relationships with each other.

We are also aware that our school has a duty to promote disability equality and also to publish a Disability Equality Scheme plan which explains how we are doing this now and what we plan to do over the next three years.

Introduction to the Disability Equality Scheme

Duties under Part 5A of the Disability Discrimination Act require the Schools Governing Body to:-

- Promote equality of opportunity for disabled people, Students, 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.

Since September 2002 the Governing Body has had three key duties towards disabled student, under Part 4 of the Disability Discrimination Act.

- Increasing the extent to which disabled students 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 students who are not disabled.

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

1.0 The Purpose and Direction of the Schools Scheme

At Oakridge Primary School we are committed to establishing equality for all our pupils, their parents, staff and other users of the school. Our vision is to enable our children to "Reach for the Stars" Central to this vision are the core elements set out in "Every Child Matters" in which we strive to further develop the Five Key Outcomes for each one of our pupils.

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

The school acknowledges reasonable adjustments for disabled students, staff and parents/carers are essential to support pupils in achieving these outcomes.

The Disability Discrimination Act (2006) requires us to have due regard to the following duties in all that we do.

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- Eliminate related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Success of the School's Accessibility Plan should therefore be measured annually against these outcomes. However, must also measure success in four other ways.

- I. Do disabled students, staff and parents/carers feel part of school life?
- II. Are they included by peers in all parts of school life?
- III. Do parents/carers feel that the child is part of school life?
- IV. Do staff feel confident in their ability to work with disabled students?

2.0 Involvement of Disabled Children and Young People, Staff and Parents

An understanding of the term "disabled" as defined in the Disability Discrimination Act is essential. The definition is broad, covering a wide range of impairments.

“someone with a physical or mental impairment (1) which has a substantial (2) and long term (3) adverse effect on his or her ability to carry out normal day to day activities”.

- (1) includes sensory impairments or hidden impairments
- (2) more than minor or trivial
- (3) has lasted, or is likely to, more than twelve months.

In order to prepare to for this Scheme and the accompanying Action Plan, Oakridge Primary School has:-

- Parental, pupil, staff and governor surveys were distributed to give the opportunity for disabled people to disclose their disability.
- Interviews with Children who had been identified as having additional learning needs
- School Council Involvement
- Visit by the Disability Access Officer

In the longer term, disabled people will be involved in the following ways:

- Parental surveys giving opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person’s disability
- Pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person’s disability.
- Any disabled staff will have regular meetings with their Line Manager to discuss how the school can best enable them to work.
- Regularly review the progress of all children by SEN/Class Teacher.

We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child, and if needs be bring in an advocate.

When seeking the views of disabled people, we use their preferred means of communication.

3.0 Gathering Information

3.1 Accurate collection of information is vital for the school to make decisions about improving opportunities for disabled pupils, staff, parents and

governors. A full understanding of the term “disabled” is crucial and a key action point is to raise awareness of this definition.

- 3.2 Disabled pupils and staff are identified through self declaration, recruitment and selection procedures, admission forms and questionnaires). Data protection legislation will be observed in sharing this information.
- 3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.
- 3.4 The information about disabled staff and pupils will be used to assess:
 - The effect of our policies and practices on the recruitment, development and retention of disabled employees.
 - The effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.
- 3.5 The information about disabled parents and community users will be used to assess:
 - The effect of our policies and practices on the involvement of parents in their child’s education
 - The effect of our policies and practices on disabled users in community activities.
- 3.6 Information on staff will be analysed in respect of the representation of disabled people.
 - In all aspects of the work of the school, for example: teaching, teaching support, administrative support;
 - At all levels of seniority in the school;
 - Amongst those awarded Teaching and Learning Responsibility Payments;
 - As permanent or temporary members of staff, full or part time or casual staff;
 - In training and professional development opportunities
 - In disciplinary and capability proceedings
 - In harassment and bullying procedures;
 - As contract staff, for example: contract cleaners and agency supply teachers;
 - Among those who take sick leave;
 - Among trainee teachers on placement at the school; and
 - Among those leaving the profession early
- 3.7 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:
 - Attract a wider field for recruitment, including disabled people

- Retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people.
 - Develop in-house expertise about what disabled staff and/or pupils may require;
 - Provide role models for children and young people.
 - Bring different life experience and new skills to the school, and
 - Help foster good relations with all employees by showing that everyone is valued and treated fairly.
- 3.8 When necessary we will use the services of Access to Work (see Appendix A) to ensure we make very reasonable adjustment to meet the needs of disabled staff.
- 3.9 Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:-
- Opportunities for disabled learners to take position of responsibility;
 - Satisfaction and enjoyment levels across a range of school activities;
 - Involvement in after school clubs and activities
- 3.10 Information collected about disabled parents will contribute towards the understanding how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:-
- Use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
 - Ensuring disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. When attendance is not possible because of a disability, make alternative arrangements;
 - Give disabled parents priority when arranging events and meetings for example by considering seating arrangements for a school drama production;
 - Give disabled parents preferential parking rights;
 - Ensure the needs of young carers are met.
- 3.11 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities.
- 3.12 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures

impact on their ability to take full and active part in community activities. It is our aim to:

- Encourage community groups to ensure their activities are accessible;
- Give due regard to disabled community users when revising school policies and procedures.

4.0 Impact Assessment

A disability equality impact assessment involves a systematic approach to the analysis of the effects of the disability equality scheme. Analysis will be conducted in the following ways:

- Impact assessment - release of the draft scheme to staff and parents in anticipation of feedback.
- Presentation of the scheme to the Governing Body
- Regular reviews of the scheme and adjustments made as necessary – by the very nature of the disability definition, regular updates of information are inevitable. This may well require reasonable adjustments to be made in support of an individual's needs. The scheme's effectiveness can then be assessed by these individuals.
- The disability equality scheme will form part of the information required when revising all school policies
- As with all statutory school policies, it will be reviewed annually in its three year life span

5.0 Planning for Action

The school's priorities will be changed and reviewed according to need. They are based on the information we have collected about our disabled stakeholders, feedback we have received from them and an assessment of our impact of current policies on disability equality.

5.1 In line with the DRC guidance, our initial Action Plan includes information on:-

- Improving information gathering mechanisms,
- The mapping of policies and practices and
- How the involvement of disabled pupils and disabled adults can be facilitated.

5.2 The priorities for the schools scheme will in future be set in the light of:

- An examination of the information that the school has gathered;

- The messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme and
- An assessment of the impact of current policies on disability equality.

5.3 In writing our Action Plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

5.4 Annual Reporting

Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:-

- Information gathered during the year;
- How that information was used;
- Action points completed during the year and those that are ongoing.
- This report will be published in the Headteachers Report to Governors each term.
- The person responsible for producing the Annual Report is Mr Fisher, Headteacher.

6.0 Implementation

6.1 The implementation of the Action Plan will be overseen by the governing body. A report will be made to the Governor's each term by the Headteacher, Mr P Fisher

6.2 The evaluation of the effectiveness of our scheme will be reflected in our discussions with our School Improvement Partner and with Ofsted when the school is inspected.

6.3 Our Scheme will be published

- On the school website
- It will be available in paper format to anyone on request

6.4 Reviewing and Revision of the Scheme.

As part of the review of the scheme, we will revisit the information that was used to identify the priorities for the scheme and re-examine the

information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:

- Involve disabled pupils, staff, parents and governors, and
- Be based on information that the school has gathered.

The scheme will be reviewed October 2018. The DDA Governor, Mrs Lewis will be responsible for initiating the review of this scheme.