

# DISABILITY EQUALITY POLICY FOR RIVER VIEW PRIMARY SCHOOL

Date of issue: March 2012  
Review Date: November 2019  
Date of next review: December 2020



## INTRODUCTION:

The Disability Discrimination Act 2005 introduced the duty to promote disability equality under the Race Relations (Amendment) Act 2000. This has now been repealed and replaced by the Equality Act 2010. The Code of Practice produced by the Disability Rights Commission (DRC) stated that the "overarching goal of the duty is to promote equality of opportunity". In many cases the disadvantage and discrimination that disabled people experience arise from attitudinal and environmental barriers. The duty to promote disability equality aims to overcome these barriers.

This Policy sets out the steps school will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life in the wider community and in the non-educational services they might provide.

This Policy will: -

- Give a definition of both disability and inclusion that is wider than special educational needs\* and applies to all vulnerable groups.
- Take a proactive approach in making reasonable adjustments.
- Work with pupils, staff and parents/carers.
- Involve the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan.

### **The general duty**

The general duty to promote disability equality places a duty on all public authorities, 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 Disability Discrimination 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.
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\*The legislation includes in the definitions of SEN any pupil who has significantly greater difficulty in learning than the majority of peers or a disability preventing or hindering access to educational facilities.

- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

## RIVER VIEW VISION AND VALUES

### **Our vision and values**

River View Primary School is committed to ensuring equal treatment of 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.

Our ethos and vision for the school includes the whole community, River View is known as an 'inclusive' school which values diversity and treats each child as an individual.

### **Who do we mean by "disabled people"?**

The Disability Discrimination Act 1995 definition of a disabled person is someone who has 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. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means "more than Minor or trivial" and long-term means lasting or expected to last 12 months or more.

Disability is said to have an adverse effect if it affects one or more of the following:

- Mobility.
- Manual dexterity.
- Physical coordination.
- Continence.

- Ability to lift, carry or otherwise move everyday objects.
- Speech.
- Hearing.
- Eyesight (unless brought to functionally useful level by spectacles or lenses).
- Memory or ability to concentrate, learn or understand.
- Perception of risk or physical danger.

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, eg

- The time and effort that might need to be expended by a disabled child.
- The inconvenience, indignity or discomfort a disabled child might suffer.
- The loss of opportunity or the diminished progress that a child may make in comparison with his or her peers who are not disabled.

Another way of considering whether particular special educational needs are disabling is illustrated in the table below:

	Physical, hearing, vision	Speech, comprehension	Learning	Perception of risk or danger
Autistic spectrum		√	Some	√
Behaviour		Some	Some	√
Dyslexic-type needs			√	
Other learning needs		Some	√	Some
Physical sensory	√	Some	Some	Some

The school governing body and senior managers collect information regarding staff and pupil headcount by gender, disability age and ethnicity, including data and other information on staff recruitment and progression. The school seeks to collect this information sensitively and confidentially, while encouraging disclosure.

## **Discrimination Disabled People Face**

Disabled people are discriminated against in a number of different ways. These include:

- Discriminatory attitudes.
- A lack of accessible information.
- Inaccessible environments.
- Services that have not been designed to take account of the needs of disabled people.

## **Action To Date**

Our Disability Equality Policy will take a fundamental step in removing these discriminatory barriers for disabled people in our school. The Policy builds on what we have done already to promote equality for disabled people.

For example we have adopted:

- An Accessibility Plan which aims to :
  - Increase the extent to which disabled pupils can participate in the school curriculum.
  - Add to the already comprehensive provision, continuing to improve the physical environment to increase opportunities for disabled pupils.
  - Ensure that disabled children are provided with information in formats that are accessible for them.
- We aim to ensure that a child's ability to achieve is not limited by prejudice or discrimination. Providing an environment for children and adults where there is respect for the dignity and worth of each individual. Each individual will be given the opportunity to participate fully in the school community.

## **Involvement of Disabled People in Developing the Policy**

At River View we have ensured that all parts of the school are accessible to disabled pupils, staff, parents and disabled members of the community who may use the schools facilities. Consultation with groups of people have ensured plans for wheelchair access would successfully provide equality of access to all areas of the school. The school plans to continue to consult members of the school and local community as it prepares (and monitors) the action plan for continued development of provision.

## **Developing a voice for disabled pupils, staff and parent/carers**

Parents, staff and outside agencies are all involved in review, transition and planning meetings. The school has an open door policy and encourages communications with parents and carers. To ensure excellent communication exists between home and school 'Home/School Link' books are used for children with communications difficulties. Specialist equipment and programmes are used in school alongside other strategies to ensure all children have a voice.

## **The Governing Body**

Governing Body meetings are accessible to those with disabilities, we are keen to promote membership that reflects the diversity of the whole school and wider community. The parent governors are regularly available to the parent body and the school uses surveys and questionnaires to ensure shared goals and effective communication.

## **Eliminating harassment and bullying**

It is the duty of the school to challenge all types of discriminatory behaviour, for example:

- Unwanted attentions (verbal or physical)
- Unwanted or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender

River View has a clear, agreed procedure for dealing with incidents such as these set out in the bullying and behavior Policies.

## **Reasonable Adjustments**

River View makes special adjustments to ensure appropriate provision for those with individual needs. This includes the consideration of classroom location, room arrangements, lunchtime sittings and snack arrangements.

## **Information, Performance and Evidence**

The Schools Inclusion Officer/SENCO will monitor the effectiveness of the schools provision in the following areas:

### **a. Pupil Achievement**

Assessment data collected by each class teacher is analyzed to monitor the progress of individual groups (e.g. gender, S.E.N, E.A.L) within each cohort and the school as a whole. Raise Online also provides information about pupil attainment at the end of Year Two and Year Six. The school is aware of its duty to monitor the progress of those who are disabled but may not appear on the Special Needs Register (e.g. diabetes, epilepsy).

### **b. Learning Opportunities**

River View is an inclusive school in which the majority of the teaching takes place within the classroom. The Teaching Assistant does also work with small groups and individuals, working with the class teacher and LSA's to create individual plans. Each child is an individual and innovative teaching methods and equipment are embraced to ensure equality of access to the curriculum.

### **c. Admissions, Transitions, Exclusions (including Behavior cases)**

The school monitors admissions to ensure full information is shared with all staff and procedures followed are fair to all. Transition meetings include all agencies, parents and staff – information is shared with all those involved with the child and common objectives set for their progress.

#### **d. Social Relationships**

PSHE is an outstanding area within the school. SEAL and the 3E's Project are in place to give children the time, language and platform to discuss the issues around equality such as valuing the diversity within the school community. Circle times, discussions and special assemblies are used to promote positive feelings and help children build relationships. Observation provides evidence of relationships and enables intervention where necessary.

#### **e. Employing, promoting and training disabled staff**

The school recognises the need for positive role models and distribution of responsibility among the staff. This must reflect the diversity of groups within our society where possible.

We encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

### IMPACT ASSESSMENT

River View Primary School recognizes the importance of assessing the impact of its current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning.

We therefore monitor the impact of the school's policies, as required in response to changing needs. This is captured by means of the school's equalities monitoring process which involves:

- Consultation with disabled stakeholders, in order that areas for change can be identified.
- Analysis of information from data collection relating to disability.

This Disability Equality Policy is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development

of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

OUR PRIORITY AREAS IDENTIFIED IN THE ACTION PLAN

***Employment***

***Employing and promoting, training and disabled staff*** – the school will monitor the number of staff it has who count as disabled people under the DDA 2005. It will provide reasonable adjustments for disabled staff, including allowing disabled staff additional time off for treatment for their condition without penalising them.

***Access to information and services***

***Medical and personal care needs*** – To continue to provide all staff with important medical information – providing care plans and consulting professionals where appropriate.

***Health and Safety*** – To ensure evacuation procedures include arrangements for pupils and staff with disabilities.

***Documentation*** – Ensure relevant documents can be produced in Braille, large print etc.

***Physical access***

To ensure all emergency resources such as lights and alarms equipped for all needs including auditory and visual.

To ensure classrooms and the school have the relevant ICT and classroom equipment. This will be explored for specific needs.

To consider budgeting for access plans for wheelchairs internally – i.e. doors – electronic etc.

To resource the toilet needs for disabled children.

***Information we will collect***

**This policy will monitor –**

**Disabled pupil attainment**  
**Effectiveness of reasonable adjustments**

**Recruitment, retention and career development of disabled staff**  
**Admissions of disabled pupils**  
**Exclusion of disabled pupils**

**We will use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this plan and identify future priorities.**

## MAKING IT HAPPEN

### **Implementation**

This Disability Equality Policy represents the school's vision backed up by key actions which will be carried out within the next three years. There will be:

- Clear allocation of lead responsibility
- Clear allocation of resources
- Indication of expected outcomes
- Clear timescales
- Specified time-scale for process and review:

The Curriculum Sub-committee of the governing body will monitor and review this policy termly. The school governing body will present findings annually, to all members of the school community, and available in alternative forms of communication which are appropriate to the needs of its disabled members.

### **Evaluation**

There will be internal evaluation of this policy as above, and also with the school improvement partner and OFSTED. Evaluation of this policy will therefore be incorporated into the ODSTED SEF, as will the data giving information on the number of disabled pupils in the school, and their achievements.

### **Publication**

This document is published in conjunction with the school's Access Plan and forms part of the school's improvement plan and equal opportunities policy.

### **Reporting**

There will be an annual report on this policy demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the policy

This report will be published as follows:

- In the school prospectus
- On the school's website
- Be available to all school members in hard copy, and in the form of alternative communication where necessary.

### **Links with other school plans and policies:**

This Policy is to be read in conjunction with the School Access Plan. Together, they are intrinsic to:

1. The School Improvement Plan
2. The Equal Opportunities Policy and Gender Equality Policy
3. Equalities Monitoring procedure
4. Anti-bullying Policy
5. Protection of Employees and associated documents (including Bullying and Harassment.)

Policy revised:

Policy Review Date:

Designated Senior Member of Staff: Headteacher

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If you need further copies of this document, or would like the document in another format, such as enlarged print, Braille, audio tape or another language, please contact:

**River View Primary School**

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Signed:

Chair of Governors, River View Primary School

Date: July 2011

Gender Equality Policy review date: January 2019

Gender Equality Action Plan follows & attaches to this policy



<b>Priority</b>	<b>Action Required</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Responsible Person (s)</b>
Low achievement of boys	Staff training/dyslexia training	Boys make greater progress than before training and implementation of simple quick fixes discussed in training.	Ongoing	Senior Management Team
Lack of level 5 boys	Close analysis of progression and attainment	Children identified and action plan developed	Ongoing	AHT UKS2
Consultation of parents and pupils	Next time each group is questioned via a questionnaire a section on gender equality shall be provided	Information gathered and information used to prioritise action	Ongoing	Leadership Team
Consultation of staff and governors	During forthcoming staff and governor meetings structured discussion to take place regarding gender and perceived inequalities within the work place. If	Information gathered and information used to prioritise action	Ongoing	Leadership Team

	issues arise from discussion time will be allocated for further investigation.			
Equal involvement of each gender in all sporting activities.	Registers kept and gender imbalances addressed by promotion of sport to the minority. Inter school teams must contain representatives from all genders.	Representation of each gender attending all clubs and sporting events.	Ongoing – Reviewed March each year.	Sports Coach Registers collected by PE coordinator.