



Sandbank Nursery School and Playcare Project Disability Equality Scheme

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Mission Statement

At Sandbank Nursery School and Playcare, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Sandbank Nursery School and Playcare, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Duties - DDA Disability Discrimination Act

Duties of the 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 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 school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery to disabled pupils of information which is provided in writing for pupils/parents who are not disabled (using Makaton signing and involve parents/carers)

This scheme incorporates the school's plan to increase access to education for disabled pupils.

Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as visits and special visitors?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time, personal, social and emotional development
- Does the school take part in annual events such as Deaf Awareness Week to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

Guidance for governors about their responsibilities is found on:

www.governorline.info

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

Admissions

Sandbank Nursery will not discriminate against a disabled child:

- By refusing or deliberately omitting an application for admissions to the nursery for someone who is disabled

Exclusions

- It is unlawful for a responsible body to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupils impairment.
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The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information. At Sandbank all newsletters are also found on the school website.

Additionally, events for parents and carers such as open days, meetings with teachers, are held in accessible parts of the building.

Hiring transport

School staff are aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

The Disability Equality Duty (DED)

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Sandbank Nursery School and Playcare has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Examples of involvement

Consultation with disabled pupils/staff/parents to determine their needs with regards to disability equality over the next three years through,

- Induction process
- Informal discussions
- Feedback

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Sandbank Nursery School and Playcare has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

Good practice examples

These provide good practice suggestions on how disability equality can be promoted in a school environment.

- Promoting equality of opportunity between disabled people and other people.
 - Sign post parents of disabled children and young people to appropriate support.
 - Ensuring that the talents of disabled pupils are represented accordingly
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
 - Monitor incidents of harassment and bullying of disabled pupils.
 - If an incident has been prevalent use circle time, story time or assembly to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people.
 - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, displays and learning materials.

- Promoting positive attitudes towards disabled people (continued)
 - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week. Highlight various disabilities.
- Encouraging participation in public life by disabled people.
 - Ensure that disabled pupils are represented and encouraged to participate in school concerts/assemblies.

Information gathering

Information about staff with disabilities is collected on application and interviews. Information about existing staff is gathered through performance management and informal discussions.

Information regarding children's disabilities is collected on induction and throughout the year. This information is held by the SENCO/Headteacher.

Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

Policy reviewed: September 2020

Next review date: September 2022

Passed by: _____

Date: _____