



Wohl Ilford Jewish Primary School

DISABILITY EQUALITY SCHEME

Written by: D. Hughes: Summer 2015
Reviewed: A. Elliker: September 2015
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Introduction

Wohl Ilford Jewish Primary School has made a positive commitment to valuing diversity. We are committed to making our school a better place to work and learn. This will be achieved by promoting equality of opportunity and eliminating unlawful discrimination for all our employees, all of our pupils, and their parents.

Wohl Ilford Jewish Primary School takes its duties under the Disability Discrimination Act seriously and seeks to prevent discrimination. Similarly the school will do its best to promote equality of opportunity for disabled people. Our plans for fulfilling our duties under the Disability Equality Duty are set out within the Disability Equality Scheme. The Scheme builds on our Accessibility Plan (2012) and develops our work further to include:

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

1. The Disability Equality Duty

1.1 The duty to promote disability equality

The Disability Discrimination Act 1995 was a landmark in equality legislation, making it unlawful to discriminate against someone because of his or her disability. It also requires organisations to make “reasonable adjustments” so that a disabled person could take a job, continue to work for an organisation, or access services.

1.2 The general duty

Schools have duties

1. Not to discriminate against disabled pupils
 - Admission
 - Exclusion
 - Educational Services

This means

- Not treating disabled pupils less favourably
 - Taking reasonable steps to avoid putting disabled pupils at a substantial disadvantage
2. To plan strategically to increase access to education
 - Improve access to the curriculum
 - Physical improvements
 - Improved information in a range of formats for disabled pupils
 3. To promote disability equality Wohl Ilford Jewish Primary School will:
Promote equality of opportunity for disabled staff, pupils and parents by:
 - Collecting and analysing data so we can understand and address potential barriers.
 - Using this data to establish priorities within our Action Plan

- Working proactively to incorporate adjustments for disabled pupils, staff and parents into school policy and whole school practices.
- The Disability Equality Scheme will be reviewed simultaneously with the Accessibility Plan (2012) to ensure the principles of disability equality are fulfilled. Ensuring increasing access to the school's curriculum, the physical environment and to written information through the Accessibility Plan.
- Increase awareness of the way in which parents of disabled children and young people can help support their learning, for example through workshops.

Eliminate discrimination that is unlawful under the Disability Discrimination Act by:

- Raising awareness of disability issues, providing training relevant adjustments and encouraging sharing of good practice.
- Reviewing and adjusting the school's policy and practice.
- Raising expectations amongst all those working with disabled pupils, staff and parents.

Eliminate harassment of disabled staff, pupils and parents that is related to their disability by:

- Raising awareness amongst staff and pupils of disability related harassment.
- Raising awareness of the importance of reporting possible bullying, however apparently mild it may seem to people without a disability.
- Involving pupils themselves in combating bullying.
- Monitoring incidents of harassment or bullying of disabled pupils.
- If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address issues with all pupils.

Promoting positive attitudes towards disabled staff, pupils and parents:

- Through assemblies and the PSHE curriculum.
- Through staff meetings.
- At parents' evenings.
- Displaying positive images of disabled people throughout the school.
- Celebrate and highlight key events such as Paralympics, Deaf Awareness Week
- Invite staff from Special Schools to talk at assemblies to raise awareness of disabilities and support staff within the school in the development of their skills to support such disabilities.

Encourage participation by disabled staff, pupils and parents in school life by:

- Proactively seeking representation of disabled pupils, staff and parents on the school council and/or any other committees.
- Supporting disabled people who are involved in offering feedback to disabled pupils, staff and parents so they feel more confident in putting themselves forward for future participation.
- Including features about involvement of disabled people in the school's prospectus and newsletter, where applicable.

1.3 The specific duty

Wohl Ilford Jewish Primary School will review the scheme every three years. In developing its Disability Equality Scheme, Wohl Ilford Jewish School consults with staff, pupils with disabilities, parents who themselves have disabilities, and other adults with disabilities.

2. Wohl Ilford Jewish Primary School's Vision and Values

2.1 Who do we mean by "disabled people"?

Definition of Disability (DDA 1995/2005)

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has "a physical or mental impairment that has a substantial, long-term (lasting or expected to last 12 months or more) adverse effect on day-to-day activities." The DDA 2005 has also extended the definition of disability to include people with Cancer, HIV, Epilepsy, Diabetes and Multiple Sclerosis; these are included from the point of diagnosis. This also includes "hidden" impairments, such as dyslexia, dispraxia, autism, speech & language, attention hyperactivity disorder (ADHD).

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 lenses or spectacles), memory or ability to concentrate, learn or understand, perception of risk or physical danger.

The school has considered substantial advantages and has taken account of a number of factors such as:

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

2.2 Action to date

The Disability Equality Scheme is a fundamental step in making reasonable adjustments in removing discriminatory barriers for disabled people in Wohl Ilford Jewish Primary School. We have implemented:

- An Accessibility Plan which aims to:
 - Increase the extent to which disabled pupils can participate in the school curriculum.
 - Improve the physical environment of Wohl Ilford Jewish Primary School.
 - Ensure that disabled pupils are provided with information in formats that are accessible for them.
 - Improve access to Laptops, Dictaphones, etc.
- An SEN and Additional Needs Policy

4. Involvement

4.1 Involvement of parents, staff, governors, pupils, parents/carers:

- Staff and parents of disabled children, disabled staff /parents or parents/staff with disabled relatives are invited for informal meetings with the Headteacher, the Chair of Governors and the SENCO as required.
- A selection of pupils with/without disabilities to provide information in improvements to school as applicable.
- All parents who consider they have a disability, or knowledge of a disability, can let the school know their views on how to ensure disability equality.

4.2 Other professionals

- Letters have been sent to parents in 2007 and 2009 requesting information to be shared at a confidential level to enable staff to engage with parents and outside agencies and provide best service for staff and improved access and a DES action plan established.
- A DES parents' forum was held in 2010 for staff, parents and children regarding the new school site and access arrangements to ensure the school met all DDA needs. However, the need at the time was low and parents did not attend.
- Children work with Camp Simcha Charity to support children with disabilities and they visit a local care home to understand the impact of dementia and support the elderly.
- Paralympic assemblies have been held, highlighting positive views of disabled people and their success. A Disability Awareness Week will take place in the Summer Term.
- Protocols are in school to ensure any injured staff and children have equal access and support for their needs.
- Pupil passports, IEPs and Health care plans are in place to ensure support is available for all staff and children as their needs arise including extreme medication.
- The school holds a register of any disabilities and provision required for children and occupational therapy support is purchased from the Borough of Redbridge to support children and adults alike.

4. Information gathering

Wohl Ilford Jewish Primary School gathers information and analyses data so that opportunities for disabled pupils, staff and parents, can be monitored. This data will particularly inform the school on the effects of its policies on:

1. **The recruitment, development and retention of disabled employees:**

Wohl Ilford Jewish Primary School will collect information on the number of disabled people they recruit and employ.

2. **The collection of Data:**

Wohl Ilford Jewish Primary School has identified all pupils with Special Educational Needs, on School Action, School Action Plus and Statements, as maybe having a disability. In addition pupils with long-term medical conditions are regarded as being disabled and will be recognised as SEN support.

We are analysing our performance data for all these pupils, and further analysing it to take account of their different disabilities, to help us understand their opportunities and achievements as well as identify any barriers they may face that we could try and overcome. We will pass data to our pupils' secondary schools to ensure that the impact of their individual disability is taken into account from the start of their secondary school careers.

3. **Educational opportunities and achievements of disabled pupils:**

At Wohl Ilford Jewish Primary School, we already collect data on the achievements of pupils through tests and exam results. At Wohl Ilford Jewish Primary School, we consider the well being of the whole child and we think it is helpful if information and achievements of disabled pupils are interpreted more broadly to include:

- Whether disabled pupils are in positions of responsibility.
- Satisfaction and enjoyment levels across a range of school activities.
- Aspiration and ambition for the future.
- Successful transition to secondary school.

- Access to school trips.
- Allowing parents to support their children on school trips.
- Involvement in after school clubs and activities.

6. Our priority areas identified in the Action Plan

- Extend time for children with disabilities to complete tasks as required.
- Understanding to be shown regarding possible late arrivals because of the impact family members with disabilities may have.
- Ensure teachers are trained to understanding disabilities and be sympathetic to the needs of the child.
- Liaison with parents and sharing of information with teachers to help them understand individual personal circumstances where this is mutually beneficial and agreed.
- More favourable treatment if a child needs the toilet more often during the day because of medication/illness.
- Liaison with the EWO regarding related absences and lateness.
- More disability awareness for school staff and pupils.
- Library books to be purchased to reflect disabled children and adults, through pictures and stories.

7. Implementation of the Disability Equality Scheme

The overall responsibility of the Disability Equality Duty will rest with the Governing Body. The governors will ensure that current and future policies and plans are reviewed to ensure that they fulfil the six principles of the Disability Equality Duty to:

1. Promote equality of opportunity for disabled staff, pupils and parents.
2. Eliminate discrimination that is unlawful under the Disability Discrimination Act.
3. Eliminate harassment of disabled staff, pupils and parents that is related to their disability.
4. Promote positive attitudes towards disabled staff, pupils and parents.
5. Encourage participation by disabled staff, pupils and parents in school life.
6. Take steps to meet disabled people's needs, even if this requires more favourable treatment.

The Headteacher, together with senior members of staff, will take responsibility for ensuring that relevant aspects of the scheme are incorporated into the school's policies and development plans and acted on. They will take steps to meet the needs of disabled staff, pupils and parents, even if this requires a more favourable treatment.

In reviewing policies and development plans, the school will consider whether:

- There is any evidence to show higher or lower take up or participation by different groups.
- There is evidence that different groups have different needs, experiences, issues and priorities in relation to the particular policy.
- There are opportunities to promote equality of opportunity or good relations by altering the policy.
- Will have consultations with relevant groups, organisations or individuals where particular policies or functions create problems that are specific to them.

8. Review

The Disability Equality Scheme will be reviewed at the same time as the school's Accessibility Plan, which sets out how the school intends to:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the physical 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 written information, which is provided to pupils who are not disabled.

Checklist for school staff

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| 1. Is information collected on disability with regards to both pupils and staff? | Y/N |
| 2. Is this information used to improve the provision of services? | Y/N |
| 3. Is pupil achievement monitored by disability? | Y/N |
| 4. Are there any trends or patterns in the data that may require additional attention? | Y/N |
| 5. Are disabled people encouraged to participate in school life? | Y/N |
| 6. Is this shown through representation in school events such as class assemblies and the school council? | Y/N |
| 7. Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference? | Y/N |
| 8. Is disability portrayed positively in school books, displays, and discussions such as Circle Time and class assemblies? | Y/N |
| 9. Does the school take part in annual fundraising events to raise awareness of disability? | Y/N |
| 10. Is the school environment as accessible as possible to pupils, staff and visitors to the school? | Y/N |
| 11. Are parent evenings, and other events which parents or carers attend, held in an accessible part of the school? | Y/N |
| 12. Is information available to parents, pupils, staff and visitors in formats which are accessible if required? | Y/N |
| 13. Is everyone aware of this? | Y/N |
| 14. Are procedures for the election of Parent Governors open to candidates and voters who are disabled? | Y/N |

Further information can be found in the following documents:

Wohl Ilford Jewish Primary School

- Accessibility Plan
- SEN Policy
- Inclusion Statement
- Equal Opportunity Policy

Disability Rights Commission: www.drc-gb/disability_equality_scheme

Disability Equality Duty: www.teachernet.gov.uk

Policy adopted 19 October 2015:

Signature of Headteacher

Date

Signature of Chair of Governors

Date

To be reviewed April 2017