

Thorn Primary School



Disability Equality Scheme 2024-27

Mission Statement

At Thorn Primary School we are committed to establishing equality for all our pupils, their parents, staff and others involved in the school community, who may have any form of disability. We will ensure that disabled young people and adults are not treated less favourably in any procedures, practices or service delivery.

It is our aim to give our children every opportunity to develop the skills which they possess by giving them a thorough grounding in knowledge and skills based in a national curriculum and by encouraging their social, moral aesthetic and physical development.

Our intention is to help prepare them to play a full and effective role in the society in which they live.

Our school will not tolerate harassment of young people or adults with any form of impairment; this also includes pupils who are carers of disabled family members or parents.

This scheme should be read in conjunction with the Accessibility Plan; Behaviour and Relationships Policy; SEN/Inclusion Policy; Race and Gender Equality Policies; Safeguarding and Child Protection Policy; PSHE Policy; Access to Education for Children and Young People with Medication Policy; Health & Safety Policy, Education Visits policy, Recruitment and Selection.

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described

in the Accessibility Plan; however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents.

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom

- in the school curriculum
- at all times and in all parts of the building

And when

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

Legal requirements/role of Governing Body

Under Part 5A of the DDA governing bodies are required to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body of Lancashire School will promote equality of opportunity for young people and adults.

In addition, duties in Part 4 of the DDA require the governing body to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils 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 pupils who are not disabled.

These are the core areas covered by our **Accessibility Plan** which outlines how the Governing Body intends to further increase access to education for disabled pupils which is incorporated in this scheme.

What do we understand by “disability”?

At Thorn Primary School we promote disability equality and prepare all our young people for life in a diverse society. We use the term ‘disabled’ to refer to someone who has:

‘a physical or mental impairment which has a substantial and long-term, adverse effect on his or her ability to carry out normal day-to-day activities.

We do not interchange **the term disabled** with the phrase **special educational needs** although we appreciate that many pupils with SEN will also have disabilities.

We use the DDA definition of **impairment to** include **hidden impairments** such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- *'physical impairment'* which includes sensory impairment;
- *'mental impairment'* which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

We believe that an impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

In relation to normal day-to-day activity the test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

The core value of Thorn Primary School in relation to disability is to actively seek 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 –This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them Lancashire at all.**
- **encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.**
- **take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.**
(DDA 2005 S.49A)

Gathering Information

Disabled pupils and staff are identified through self-declaration, recruitment and selection procedures and admission forms. Data protection legislation will be observed in sharing this information.

Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

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.

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 the involvement of disabled users in community activities.

Information on staff will be monitored in respect of the representation of disabled people:

- in all aspects of the work of the school, for example: teaching, teaching support, administrative support;
- 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 those leaving the profession early.

The monitoring 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 experiences and new skills to the school; and*
- *help foster good relations with all employees by showing that everyone is valued and treated fairly.*

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

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:

- *satisfaction and enjoyment levels across a range of school activities;*
- *aspirations and ambitions for the future;*
- *successful transition into the next stages of education, training or employment;*
- *access to school trips;*
- *involvement in after school clubs and activities;*
- *attainment and achievement of disabled learners*

Information collected about disabled parents will contribute towards the understanding of 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;*
- *ensure 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. Where attendance is not possible because of a disability, make alternative arrangements;*
- *give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;*
- *give disabled parents preferential parking rights;*
- *ensure the needs of young carers are met;*

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. It is our aim to improve:

- *the accessibility of meetings for disabled governors;*
- *the accessibility of other governors activities.*

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 a 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.*

Meeting the six duties

At Thorn Primary School we aim to meet the requirements of the 6 duties through:

Promoting equality of opportunity

- by awareness raising and staff training;
- by ensuring all policies reflect the school's commitment to equal opportunities for the disabled
- by keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- Improving communication.
- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
- Ensuring that the talents of disabled pupils are represented accordingly.

Eliminating discrimination

The school is committed to ensuring equal opportunities for all children, employees and users of school services and all school policies and procedures are based on this commitment.

Eliminating bullying and harassment

The school has adopted LA policies on harassment at work.

The school's Behaviour & Relationships Policy is regularly monitored and reviewed by a team of staff, parents, Governors and students. The latest policy is available from the school's web site or directly from the Head Teacher.

- raising awareness amongst staff and pupils of disability-related harassment;
- understanding the nature and prevalence of bullying and harassment;
- recognising and addressing bullying and harassment;
- involving pupils themselves in combating bullying;
- reviewing school anti –bullying policy and procedures
- ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
- the use of SCARF materials;
- If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.

Promoting positive attitudes

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by challenging negativity;
- by ensuring representation of disabled people in senior positions in the school;
- through the curriculum – SCARF/PSHE/RHE/RE;
- through positive images in school books and other materials;
- ensure that disability is represented in posters, collages, displays and learning materials;
- celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week;
- Inviting disabled members of the community/organisations to talk to children.

Encouraging participation in public life

- where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.
- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

Taking steps to meet disabled people's needs, even if this requires more favourable treatment

- additional coaching or training for disabled pupils, staff or parents;
- special facilities for disabled pupils at breaks and lunchtimes;
- A policy of interviewing all disabled applicants who meet the minimum requirements for a job.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Thorn Primary School has drawn up an action plan which outlines how the requirements of the DDA 2005 will be met. This action plan has been written in consultation with disabled people as outlined above.

Monitoring and reporting

The action plan will be reviewed on a yearly basis by the Governing body in consultation with stakeholders. The views of those pupils (and their parents) affected by the policy will be sought during IPP reviews and via other means if the pupil does not have an EHCP.

The school will use the information gathered to update and amend the policy, setting new targets in the accessibility strategy to further the aims of the school in this area.