



Disability Equality Scheme

For the three year period from April 2010 to April 2013

Introduction:

Duties under part 5A 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; 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 will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the Governing Body to plan to increase access to education for disabled pupils in three 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.

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

The Purpose and Direction of the School's Scheme

Policies at Watling Lower School are designed to support the ethos, aims and vision of the school. They are written in accordance with the five outcomes contained within 'Every Child Matters':

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing

This enables every child to be part of a learning environment where there are equal opportunities for all and the needs of each individual child are considered. Special consideration will always be given to children who have specific needs. The vision and values we have identified in our accessibility plan for disabled pupils will be incorporated into our scheme.

This is the first Disability Equality Scheme to be produced by Watling Lower School and the purpose of it is to show how the school is going to meet its duty to promote disability equality for disabled pupils, staff and parents. To achieve this vision we aim to:

- Promote equality of opportunity between disabled people and others
- Eliminate discrimination
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

Arrangements already in place

As a result of our Accessibility Plan, prepared in 2003, a number of recommendations on our Action Plan have been carried out. These include provision of some ramps, option of information in alternative formats for both parents and pupils, designation of suitable classroom for wheelchair users and provision of designated disabled parking bay.

Involvement of disabled pupils, staff and parents

In developing our scheme we have involved a range of disabled people, including staff, parents, carers, pupils with various impairments and others who have an interest in the school. This has been achieved by means of questionnaires to help us to identify the disabled stakeholders of the school and the inclusion of representatives from this group on our working party.

We have sought to raise awareness among parents and staff of the definition of disability.

We intend to set up a disability information base. The Senior Management Team will carefully consider how this data base will be set up, what information will be stored on it and who will have access to the information. We will analyse all information gathered to enable us to maintain information on which impairment groups are represented in school and ensure their needs are met. The participation of impaired or disabled pupils in all areas of school life will also be monitored.

The school will consider amending its admission form to request information on disabilities or impairments of prospective pupils and their parents and carers.

How we will use the information gathered

We will use the analysed information to identify priorities which will be used to review our Accessibility Plan. We will be in a better position to show how we are able to promote disability equality for all our stakeholders.

Impact Assessment

The school recognises the need to assess the effects of all policies, practices and procedures on disabled pupils, staff and parents. This can be incorporated into the planned review and revision cycle and will be achieved by bringing together:

- The issues identified through the involvement of disabled pupils, staff and parents; and
- The information that the school holds on the disabled pupils, staff and parents.

Action Plan

Our Action Plan sets out what actions Watling Lower School will be taking over the next three years to make practical improvements for disabled pupils and adults connected to or using the school. We have taken into account the six elements of the general duty:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation in public life
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Many actions have already been identified in the Accessibility Plan.

The key areas identified in this action plan are:

- Devising information-gathering mechanisms and setting up a disability database
- Facilitating the involvement of disabled pupils and adults
- Continuing to consider the access of disabled pupils to the curriculum, the environment and information
- Making reasonable adjustments for disabled parents and carers and others who wish to use the school

Implementation, Publication and Evaluation

The school is required to implement the Action Plan within three years. We will consider how the priorities identified fit in with other priorities that the school needs to address. The Senior Management Team will be responsible for the scheme's implementation. The scheme will be published on the school website.

The school will need to evaluate the effectiveness of the scheme and publish an annual report. The Senior Management Team will ensure that the Governing Body is informed of the scheme's progress. The scheme will be reviewed every three years.