

# **Disability Equality Scheme**

**2010-14**



## School vision

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At Headington Quarry Foundation Stage School we are committed to ensuring equality of education and opportunity for all pupils, staff and families involved in the school community. We recognise that disability is not caused by individuals themselves but by the physical, environmental and attitudinal barriers which exist both in the education system and wider society.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and are able to participate fully in school life.

The achievement of disabled children will be monitored and we will use this data to raise standards and ensure inclusive practice.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Headington Quarry Foundation Stage School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, develop, work and visit here.

## **The Disability Equality Duty (DED)**

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### **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.
- People 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.

### **The Duty**

The Disability Discrimination Act 2005 places a general duty on schools. We will:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under the DDA;
- Eliminate harassment of disabled people that is related to their disability;
- Promote positive attitudes towards disabled people;
- Encourage participation in public life by disabled people;
- Take 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.

## **The Disability Equality Duty (DED)**

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### **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 children 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.

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

#### Hiring transport

School staff will need to be 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.

## **Involvement and consultation**

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

Headington Quarry Foundation Stage School has consulted with disabled children and their parents and families, staff and community users in the development of our Disability Equality Scheme by consultation with disabled pupils / staff / parents to determine their priorities for the school with regards to disability equality over the next three years via:

- Newsletters
- Questionnaires
- Feedback slips

## **The Disability Equality Duty (DED)**

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### 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.

## Making things happen

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In order to ensure that action is taken to meet the Disability Equality Duty, Headington Quarry Foundation Stage School 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 are some good practice suggestions on how disability equality can be promoted in a school environment.

- Promoting equality of opportunity between disabled people and other people.
  - 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 strengths and interests of disabled children are recognised and developed.
- 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 children. Encourage children to talk with staff and take action as necessary.
  - If a number of incidents have been happened, use circle time or story time to investigate and address the issue with all children.
- 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 resources.
- Promoting positive attitudes towards disabled people
  - Celebrate key events such as the paralympics
  - Invite people to school who have a disability such as visually impaired to talk with children

## **Check list for school staff and governors**

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Is information collected on disability with regards to children, parents and staff? Is this information used to improve the provision of services?

Is children's progress and achievement monitored by disability? Are there any trends or patterns in the data that may require additional action?

Are disabled children encouraged to participate in school/centre life?

Is disability portrayed positively in the settings' books, displays, resources and discussions such as circle time?

Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?

Is our school environment as accessible as possible to children, staff families and visitors? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

Is information available to parents, visitors 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?

## Action plan

The following action plan outlines what will be achieved in the next year with regards to meeting the Disability Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
<b>2010-11</b>							
Representation of disabled people in resources	Books and stories, small world resources may not show children and people with a form of disability	Audit resources; buy new resources as necessary	Report to F&C Committee	Annually	LC/AA	Jan 2011	April 2011
<b>2011-12</b>							
Consultation with parents and children	Yearly turnaround of children and parents requires regular review	Newsletters, asking parents once key person relationships are established	Report to F&C Committee	Annual in term 1	LC/ F&C Committee	Sep 2011	Dec 2011
<b>2012-13</b>							

## **Monitoring and reporting**

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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. Our annual parents questionnaire enables us to review the needs of disabled pupils or parents. We review our Special Educational Needs Policy and Equal Opportunities Policy regularly.

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For further information, please contact: Lesley Carrington