

COPPICE
PRIMARY SCHOOL

Disability Equality Scheme and disability accessibility plan for pupils Policy

Date	Review Date	Endorsed by	Approved by	Link Governor
Nov 2022	Nov 2025	FGB	Governing Body	Andrew Naismith

Aspire, Believe & Achieve











Policy last reviewed: Nov 2022
Policy written by: Clare Pike & Claire Higbee

We at Coppice Primary School believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

This policy and plan has been devised in accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA). It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

At Coppice Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils, which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment, which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

At Coppice we believe in leadership at all levels and as such have a wide range of opportunities for pupils to lead and develop various areas of the school. Pupil advocates, class advocates, road safety champions, play leaders are examples of elected children who have applied for, interviewed for and been selected for these prestigious roles within our school. They serve as role models for their peers as well as maintaining effective systems for carefully managing our school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

At Coppice, we are committed to promoting equality (in line with the Equality Act 2010):

- Each class has lessons linked to the PHSE/citizenship curriculum, about disability awareness, specifically discussing disability equality in the school.
- It is an issue raised at Schools Council for discussion by the Council and the separate classes.
- Appropriate special needs LSAs discussed specific children's disabilities, causes and effects and how the children are supported in school – this was fed back to the different classes.
- School provides specific apparatus to help with specific disabilities e.g. writing slopes, special chairs for cerebral palsy children.
- Provision of disabled toilets for children and disabled visitors.
- Ramps have been put in place to eliminate the necessity to use stairs/ steps for disabled people accessing school from the school grounds.
- Handrails are in place to help the disabled.
- Classes are organised, each year, so that pupils who cannot negotiate the stairs, are accommodated on the ground floor.
- Visual aids are used to help disabled children cope with their routines for the day e.g. pictorial timetables for Downs Syndrome pupil.
- Curriculum planning for specific needs (including disabled pupils) is specifically differentiated to meet their needs.
- We have themed assemblies so that the children are made aware of 'Disability' and the need to include all pupils and adults in all areas of school life. We also ask outside agencies e.g. 'Bibic' British Institute of Brain Injured Children to speak to the children during assembly times.
- Staff (both schools staff and outside agencies) are available at transition times, e.g. to smooth transition and help children to move to other Key Stages and to other schools, to discuss and advise parents re what we feel is appropriate placement for a child's needs.
- All our 'disabled' children take part in all areas of school life e.g. School Concerts, all branches of PE, trips out of school – sometimes requiring specific transport arrangements for disabled pupils.

Aims

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises;
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability;
- To ensure compliance with all relevant legislation connected to this policy;
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

The Governing Body has:

- Delegated powers and responsibilities to the Equal Opportunities Committee;
- Delegated powers and responsibilities to the Head teacher to ensure all school personnel and stakeholders are aware of and comply with this policy;

- A duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- A duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:

    - Discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services;
    - Treat disabled pupils less favourably;
    - Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- The responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- A duty to respect the child's and parents right to confidentiality;
- The responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- The responsibility to endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:

    - Setting suitable learning challenges;
    - Responding to pupil's diverse learning needs;
    - Overcoming potential barriers to learning and assessment for individual and groups of pupils

- Responsibility for ensuring that the school complies with all equalities legislation;
- Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Make effective use of relevant research and information to improve this policy;
- Responsibility for ensuring all policies are made available to parents;
- The responsibility of involving the Pupil advocates and class advocates in the development, approval, implementation and review of this policy;
- Nominated a link governor to visit the school regularly, to liaise with the Head teacher and the coordinator and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

The Executive Head teacher will:

- Work closely with the Equal Opportunities Committee;
- Work closely with the link governor and coordinator;
- In conjunction with the Governing Body devise a new plan every three years;
- Oversee the implementation of the policy, Scheme and Plan;
- Annually review and adjust the Accessibility Action Plan;
- Organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Report to the Governing Body on the procedures in place for school personnel with disabilities;
- Inform the Governing Body on the training programme for school personnel;

- Provide leadership and vision in respect of equality;
- Make effective use of relevant research and information to improve this policy;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- Monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- Annually report to the Governing Body on the success and development of this policy.

The coordinator will:

- Lead the development of this policy throughout the school;
- Work closely with the Head teacher and the nominated governor;
- Provide guidance and support to all staff;
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources;
- Undertake risk assessments when required;
- Review and monitor;
- Annually report to the Governing Body on the success and development of this policy

The Link Governor will:

- Work closely with the Executive Head teacher and the coordinator;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Attend training related to this policy;
- Report to the Governing Body every term;
- Annually report to the Governing Body on the success and development of this policy.

Role of the Equal Opportunities Committee

The Equal Opportunities Committee will fully integrate disabled people into this school by:

- Undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be taken into account;
- Identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides;
- Identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers;
- Identifying what needs to be done to improve communicating written information to disabled people;
- Helping pupils to recognise, understand and learn how to treat people with disabilities by:

    - Identifying different kinds of disabilities;
    - Visualising what it might feel like to be disabled;
    - Supporting and interacting with disabled people;
    - Empathising

- Ensuring good lines of communication are in place with parents namely:

- Newsletters
- Weekly information letters
- School website
- Annual pupil reports
- Termly parent-teacher consultations
- Curriculum evenings
- PTA events

- Identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;
- Identifying what needs to be done to improve our provision of courses for adults and families who have particular needs in the community;
- Identifying the training needs of school personnel;
- Annually review this policy and the Disability Accessibility Plan

School personnel will:

- Comply with all aspects of this policy;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community;
- Be aware of all other linked policies;
- Maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- Work in partnership with parents and carers, keeping them up to date with their child's progress and behaviour at school;

Pupils will:

- Be aware of and comply with this policy;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Treat others, their work and equipment with respect;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Liaise with House Captains and House Representatives;
- Take part in questionnaires and surveys

The Pupil advocates and class advocates will be involved in:

- Discussing improvements to this policy during the school year;
- Reviewing the effectiveness of this policy with the Governing Body

Parents/Carers will:

- Be aware of and comply with this policy;
- Be asked to take part periodic surveys conducted by the school;
- Support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website
- The Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Communications with home such as newsletters;
- Reports such annual report to parents and Executive Head teacher reports to the Governing Body;
- Information displays in the main school entrance

Training

All school personnel:

- Have equal chances of training, career development and promotion;
- Receive training on induction which specifically covers:

    - All aspects of this policy
    - Inclusion
    - Special Educational Needs & Disabilities
    - Equal opportunities
    - Inclusion

- Receive periodic training so that they are kept up to date with new information
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010, we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Head teacher and the link governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

This policy will be ratified by the Full Governing Body of Coppice Primary School at the next Full Governing Body meeting.