

MOAT HOUSE PRIMARY SCHOOL



DISABILITY EQUALITY SCHEME

September 2019 – September 2020

School Ethos, Vision & Values

Moat House School is committed to ensuring equal treatment of all its employees, pupils and others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We believe that every person should be valued as an individual with unique talents, abilities and experiences, but at the same time recognised as part of a diverse and vibrant community.

We promote equality of opportunity for all of our pupils and inclusion for all is always part of any school policies, procedures and activities. We recognise the range of special talents and needs of our pupils and we strive to offer appropriate levels of resources to meet these ranging from individual and group support for different curriculum areas, advice and support from outside agencies, to adaptation of the site and facilities in order to ensure that all our pupils are able to achieve their maximum potential.

We consistently review and seek to improve the school site and accommodation in order to meet the needs of all our pupils, particularly those with disabilities.

It is our aim to improve equality for, and tackle discrimination against disabled people. We will strive to remove any barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

This school will not tolerate harassment of disabled people with any form of impairment. We will also consider the needs of pupils who are carers of disabled parents.

These beliefs, aims and actions are the foundation for all we do and all we aspire to achieve in school. The Disability Equality Scheme, together with our School Improvement Plan, will help to provide a focus as we work to fulfil our aims.

To show level of commitment –

Signature of HT and Chair of Govs.

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Date



Moat House Primary School

Moat House Primary School is a two form entry school in the North East of the city. The area it serves is one of high deprivation and our free schools meals numbers are one of the highest in the country. Since the school operates an inclusive and open admissions procedure, disabled children will be admitted if they meet the same admissions criteria as those children who are not disabled.

Moat House was rebuilt in 2004 and has all the advantages of a new building. Access is very good for all children and adults, including those with disabilities. All door ways have double opening, or are extra wide to ensure easy entrance and exit points. The second floor of the building is accessible by a lift. All classrooms have ample floor space and can accommodate children in wheelchairs if necessary. All areas are also fitted with a hearing loop system for deaf children and a speaker system that can be used by staff if necessary.

With the opening of Castlewood Broad Spectrum school on our site in September 2010, Moat House is prepared to adapt to accommodate their children at certain times. The access does not alter but the classroom resources may need adapting. This will be addressed in the action plan.

What do we understand by “disability”?

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis.
- For a mental impairment the need for it to be clinically well recognised has been removed.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. However The Disability Equality in Education (DEE) recommends that all pupils with special educational needs (SEN) and those with long term medical needs be treated as disabled for the purposes of the Act and for achieving equality. Moat House School will adopt this recommendation. This is in addition to pupils with other long-term impairments which have a significant impact on their day-to-day activities.

Involving disabled people

Consultation took place with pupils, families and carers of pupils, the school's Governing Body, teaching and support staff and those in the wider school community during the writing of the original plan.

Pupils' views have been gathered through the school council representatives and also by teaching staff working directly with pupils from both Key Stage 1 and 2. Parents have been consulted via the school newsletter and through individual questionnaires requesting information on the needs of pupils and their families.

Members of the wider school community have also been consulted directly through the use of questionnaires.

A working group, consisting of the senior managers with Moat House is committed to addressing any issues related to:

- Inclusion
- Providing a differentiated curriculum to enable access by all pupils.
- Improving access around the site.
- Supporting carers and families where access to information to the site might be an issue.
- Providing an opportunity to all disabled pupils and those with special educational needs to raise concerns through their regular review meetings.
- Providing an opportunity to all staff to raise needs and concerns regarding disability through regular reviews with their line managers.

The group will continue to:

- Seek the views of pupils, staff, parents, carers and external agencies in the furtherance and delivery of this Scheme.
- Seek timely advice and updates from the Local Education Authority.

Outcomes from the review

- The school continues to have a very inclusive attitude.
- There were positive comments on how school accommodates the needs of different children and also that the school has a welcoming atmosphere for both parents and pupils.
- Parents concerns over their children being made more aware of different types of disabilities have been addressed
- Children to have disabilities relating to children in their class explained to them in simple terms.

Gathering information

The school will continue to keep appropriate records according to their existing systems. These records can then be used as necessary to inform and amend the action plan that forms part of this scheme.

As indicated earlier in this document the information has been gathered by a range of different means.

a) Recruitment, Development and Retention of Disabled Employees

All appropriate vacancies are advertised publicly, and candidates selected for interview based on their ability to undertake the role, with adaptations where required. The school welcomes applications from all sections of the communities that we serve. This adds to the rich diversity of school life and provides positive role models for our pupils.

Training opportunities are made available, and encouraged; the school recognises that staff are its major asset, and that the school's performance success is dependent on them.

The school has set the following priorities:

- To seek and facilitate regular feedback from staff through regular review meetings
- To undertake investigation of any complaints made
- To seek advice and updates from the Local Education Authority on a regular basis.

b) Educational Opportunities Available to, and Achievements of, Disabled Pupils

As detailed in the introduction to the Scheme, the school has a strong commitment to inclusion and equality of opportunity. The Local Authority has also expressed its commitment through the corporate objective 'to ensure the best quality of education for all and that children and young people can achieve their maximum potential'. In its own disability equality scheme, the Local Authority details how it is working to achieve this corporate objective. The school and the Local Authority work closely to ensure that every opportunity is made available to all individuals.

Pupil achievement is measured and monitored in a variety of ways :-

- Class teachers ensure that pupils have access to guidance and support on a daily basis.
- Links with parents, including provision of reports and parents evenings
- Individual target setting and review programmes for SEN and other children identified as vulnerable. Where appropriate statements of Special Educational Needs, Individual Education Plans or Individual Provision Maps to be put in place.
- School systems for tracking progress across the different key stages
- Data collection and analysis by subject co-ordinators to identify potential under achievement and those areas requiring additional support.
- Reporting to Governors, Local Authority and appropriate external agencies.

Pupils with individual special needs can expect:

- Staff to be aware of their individual needs and to provide for them as appropriate
- To be taught in smaller groups or individually where this is appropriate.
- To have additional in-class support if they have significant difficulty accessing the curriculum.
- To experience the full range of curricular, extra- curricular and off-site activities with additional support where necessary.
- To have access to the school site, with further improvements to access identified in future accessibility planning.
- To be supported with the administration of medicines.
- Have suitable equipment to support learning
- Have staff who are trained in moving and handling

The school will

- Continue to make reasonable adjustments for pupils with disabilities.
- Continue to liaise with specialist agencies, parents/carers and others as needed to ensure appropriate support is given and to ensure smooth transition between classes, Key Stages or schools as necessary.
- Ensure that key staff are included in planning and review meetings as needed.
- Ensure that pupils are included in discussions and that their views and suggestions are sought and considered.
- Continue to assess and problem solve situations as they arise.
- Continue to train staff in any specific areas of disability as the need arises.
- Ensure there are specific facilities assigned to these pupils
- Carry out risk assessments for children in wheel chairs to support their movement around school and safe guard the other children present.

The school staff will ensure that information is provided to pupils in such a way that they are able to access it easily.

For example :

- Differentiated work as required
- Information produced in large print or enlarged for ease of use when appropriate.
- Seating arrangements in class to reflect needs of the child if appropriate.

- Use of teaching assistant support to access material and complete tasks as required.

Using the information gathered

The school is committed to facilitating continual improvement for all. The information gathered through actions identified in this scheme will be used to inform further developments and improvements, through incorporation in action planning, and school development and improvement planning.

An action plan is included at the end of this document. The plan will be reviewed annually, as a result of ongoing dialogue and consultation with the school wide community (including pupils, parents, staff, Governors, the Local Education Authority, external agencies, community users), and a report produced summarising:

- The steps already taken to fulfil the disability equality duty (the action plan) – i.e. what the school has done during the year to eliminate discrimination and promote equality of opportunity and how it is meeting its targets
- The results of information gathering, i.e. what evidence has been obtained and what that indicates.
- What the school has done with the information gathered – i.e. what actions will be taken as a result of the analysis.
- Disabled people with different impairments can experience fundamentally different barriers, and have very different experiences according to their impairment. Therefore it will often be necessary to monitor outcomes according to impairment type to capture this information.

In practice, individual action items may be reviewed on a more regular basis through progress monitoring. The Disability Equality Scheme will be reviewed in its entirety prior to September 2019.

Impact Assessment

The school will assess the impact (or likely impact) of its policies and practices on equality for disabled persons by:

- Annual review as part of the school's planning and budget process.

- Consultation with families and affected community users, both formally through written feedback or questionnaires, and informally through discussion.
- Evaluation of initiatives as impact becomes evident.

Accessibility Plan

This is a separate document written with Moat House children at the forefront.

This document has been approved by Staff and Governors and has been adopted by Moat House Primary school alongside this plan.

The action plan

The working group gathered together and considered the information from the questionnaires and used this as a basis for identifying the priorities for the period covered by the plan.

This plan has been approved and agreed by the working group, school staff and the school's Governing Body.

The plan will be reviewed and revised annually, taking into consideration ongoing dialogue and consultation with the school-wide community.

Progress on the identified priorities will be monitored, evaluated and reported.



ACTION PLAN

| Area / Issue | Targets | Strategy | Lead Person | Timescale | Progress against target at review date |
|--|--|--|---|-----------|--|
| Participation Involving disabled people | To ensure that the views of disabled people are taken into account | School Council to speak to children annually. Article in Newsletter to request updated information annually Admissions form for school to be review to enable new parents to receive questionnaire on joining school. New school staff to complete questionnaire on joining the school. | M Collins Admin Staff | Ongoing | |
| Access to the curriculum and extra curricular activities | All school policies and extra curricular activities to take into account the needs of any disabled pupils. | Policies to be reviewed in line with school improvement plan. Consider the needs of our disabled pupils when organising / planning extra curricular activities. | Subject Coordinators and staff managing extra curricular activities | Ongoing | |

| Area / Issue | Targets | Strategy | Lead Person | Timescale | Progress against target at review date |
|---------------------|---|---|--------------------|------------------|---|
| Impact Assessment | Assess the impact of school policies and practices on equality for disabled people. | Track and assess progress of individual pupils through the APDR and My Support Plan review process. | L Francioso | On going | |