



Tomorrow's Future Starts Here

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School questionnaire for disabled community members and users of the school building

Dear Parent/Carer

As you may be aware, the Disability Equality Duty is in force and places important duties on our school.

All schools are under a duty to:

- promote equality of opportunity between disabled people and other people;
- stop unlawful discrimination;
- stop harassment of disabled people that is related to their disabilities;
- promote positive attitudes towards disabled people;
- encourage disabled people to participate in public life; and,
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

To help achieve these aims, our school produced a Disability Equality Scheme which ran for two years. This scheme now needs updating and part of this process requires a statement about the way in which disabled people have been involved in the development of the scheme. We are therefore asking those people who consider themselves to be disabled and parents or carers of others who would consider themselves disabled to help us by completing this questionnaire.

Under the Disability Equality Act, disability is described as:

"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. (Previously it had been: Part 1 para.1.1 "Mental impairment" includes an impairment resulting from or consisting of a mental illness only if the illness is a clinically well-recognised illness.)

Within the recommendations of the Disability in Education (DEE) all pupils with SEN and those with long term medical needs will be treated as disabled for the purpose of the Act and for equality. This is in addition to all pupils with long term impairments, which have a significant impact on their day-to-day activities.

This school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

If you could spare the time to do this questionnaire, we would be very grateful if you could return it to school by the 17th June at the latest. Certain sections and questions will be more applicable to you and others less so. Please feel free to **answer or omit** questions as you feel appropriate.

If the questionnaire is not returned it will be interpreted as there being nothing to report.

Which of the following groups do you belong to:

PUPIL

PARENT

STAFF

GOVERNOR

OTHER ADULT

OUTSIDE GROUP MEMBER: e.g. visitor/hirer

If you feel it would support you, or your child, please complete the following:

Name: _____

Name of pupil: _____

SECTION 1 - Schools have a duty to promote equality between disabled people and other people.

1) Are the school's facilities as equally accessible to you or any disabled person/people for whom you are responsible as they are to other people?

YES NO

If your answer was 'NO' please detail those facilities or areas of the school that are less accessible.

2) Are there other alterations to the school building or facilities that could be made to improve the equal access of disabled people?

Promoting equality between disabled and other people is about more than the physical access to the school's facilities. Read the following statements and circle a number between 1 and 5 to indicate how well you feel the school is fulfilling its duty to promote equality. 1 indicates strongly agree and 5 strongly disagree, '0' indicates no evidence on which to base a judgement.

3) The school shows a strong commitment to ensuring the equal treatment of all its pupils.

0 1 2 3 4 5

4) The school shows a strong commitment to ensuring the equal treatment of all its employees.

0 1 2 3 4 5

5) The school shows a strong commitment to ensuring that all groups using its premises promote equality of treatment for children and adults.

0 1 2 3 4 5

Please comment on any particularly good practice you have experienced about the school's commitment to equality of treatment or any ways we can improve our practice.

SECTION 2 - Schools have a duty to eliminate discrimination.

6) Do you feel that the school's ethos and practices are effective in eliminating discrimination?

YES NO

Any comments on how you have personally experienced effective practices would be helpful to ensure that they are included in the school's Disability Equality Scheme.

7) Have you or the person/people for whom you are responsible experienced any form of discrimination due to disability?

YES NO

If you answered YES please describe the form of discrimination you experienced, your satisfaction with the school's response to the incident/s and how the school could improve its practice if discrimination occurs.

SECTION 3 - Schools have a duty to eliminate harassment of disabled pupils / people that is related to their disability.

8) Have you or the person/people for whom you are responsible experienced any harassment that you felt was due to disability.

YES NO

If you answered YES please comment on how the incident/s was dealt with, your satisfaction with the school's response and how the school could improve its practice if harassment occurs.

SECTION 4 - Schools have a duty to promote positive attitudes towards disabled pupils / people.

Please circle a number 1 to 5 to indicate how effectively the school is promoting positive attitudes towards disabled pupils / people. Circle 1 for strongly agree, 5 for strongly disagree or, '0' (no evidence on which to base judgement)

9) Other pupils have a positive attitude towards their disabled peers.

0 1 2 3 4 5

10) Adults in school actively promote a positive attitude towards disabled pupils and adults in the school and wider community.

0 1 2 3 4 5

They do this by:

11) showing a positive attitude themselves.

0 1 2 3 4 5

12) their response when other children show anxiety or any other negativity in their attitude to disabled peers.

0 1 2 3 4 5

13) The school is an inclusive community through which positive attitudes towards disabled people is nurtured.

0 1 2 3 4 5

14) The school's curriculum helps to educate pupils so that they develop positive attitudes towards disabled people.

0 1 2 3 4 5

If you wish to provide additional detail about the ways in which the school promotes positive attitudes towards disabled people please **add an additional sheet**.

SECTION 5 - Schools have a duty to encourage the participation of disabled pupils / people in public life.

For parents / carers of pupils / pupils

The school has a variety of opportunities for pupils to participate in the wider aspects of its community life. Please indicate if you feel that the school encourages and enables to the best of its ability you, or your child's participation in the following aspects of its community life.

15) Peer support such for others e.g. older children playing with younger children(Playground Friends)

YES NO

16) Playing with other pupils.

YES NO

17) Individual decision making through expressing his/her views of school

YES NO

18) Community decision making through taking part in class and school councils.

YES NO

19) Social responsibility such as being a playground friend.

YES NO

20) Extended school activities such as after school clubs and visiting sports' coaches.

YES NO

21) Opportunities for involvement with the wider community such as helping local pre-school children when they visit.

YES NO

If you feel that you, or your child is discouraged from participating in any of these opportunities due to the failure of the school or those using its facilities to make proper provision for his/her disability please explain what form this takes. Your suggestions for how you /he/she could be enabled to participate would be welcomed.

For parents / carers

22) The school has a variety of opportunities for parents/carers to participate in the wider aspects of its community life. Please indicate if you feel that the school encourages and enables to the best of its ability your participation in aspects of its community life.

For example at:

Parents' Evenings

YES NO

Social Events

YES NO

Parental participation to support pupils' communication, learning and socialisation skills either within the school day or within the extended services which the school provides e.g. Parent Workshops

YES NO

Parents accompanying pupils on school trips

YES NO

Parental participation to support the sporting activities provided by the school

YES NO

SECTION 6 - Schools have a duty to take steps to meet disabled pupil's / people's needs even if this requires more favourable treatment.

23) Please list the steps, of which you are aware, that have been taken by the school to meet your needs or those of the person/people for whom you are responsible.

If you organise a group who use the school's facilities please list the steps you are currently taking to meet the needs of disabled pupils and adults and also any future actions you plan to take to improve your provision.

SECTION 7

For school Staff

24) What more could the school do for staff (both teaching and non-teaching) to ensure that every member of staff fully participates, or has the opportunity to take responsibility for various activities of school life?

25) Do members of the school staff perceive that there are obstacles to their career progression?

YES NO

If yes, what more could the school do to remove barriers to your progression?

Thank you for taking the time to complete this questionnaire. Your help is greatly appreciated and will enable us to continue to develop Hampton Hargate Primary School as an environment where every individual knows they have equal worth and has equal access to its facilities.