



Hampton Hargate Primary School

Disability Equality Scheme

September 2022 – September 2023

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 plan 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 3 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.

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of the population. Equality is impossible to achieve without recognising diversity.

What do we mean by a Protected Characteristic?

The Equality Act (2010) introduced the concept of a Protected Characteristic. This is an aspect, or characteristic, of a person's identity that is protected from discrimination. The concept recognises that we are all individual, however that our individuality is made up of characteristics we share with others. The following are the nine Protected Characteristics recognised by the Equality Act:

- Gender
- Marital status and civil partnership
- Pregnancy/Maternity
- Transgender
- Disability
- Ethnicity
- Age
- Religion and Belief
- Sexual Orientation

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people who share a Protected Characteristic, or an individual, because they belong to a group. In the Equality Act this is called a Protected Characteristic. Discrimination is shaped by social assumptions that feed into:

- The way people behave towards each other
- The way in which institutions operate

Discrimination gives rise to long term patterns of inequality in terms of:

- Educational attainment
- Employment opportunities
- Distribution of wealth and resources
- Health and mental health wellbeing

- Involvement in the criminal justice system
- Disengagement
- Potential radicalisation

Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) identification within the 9 characteristics.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people within the 9 characteristics.

1. School Ethos, Vision and Values

Hampton Hargate Primary School is committed to enduring equal treatment of all its employees, pupils and any 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.

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

(Links equal opportunity policy)

1.1 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.

Within the recommendations of the Disability in Education (DEE) all pupils with SEND 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.

1.2 Schools Strategic Priorities

See the disability access plan.

1.3 Strengths and Improvements

Strengths:

Out of 16 responses, 15 said the school’s facilities are equally accessible to all.

Good Practice comments:

- “Working arrangements changed to accommodate staff disability”
- “Staff supporting one another through struggles.”
- “When I have taught a child needing to use equipment for a long or short term condition ie a sprain or break the day is thought through with parents understanding, alternative arrangements are made if they can't access a full PE lesson or adapted to

include them at a level they can participate. During breaks members of staff look after individuals who have a chosen buddy. Doors are wide enough and corridors for movement around the school. Every effort is made to make the child feel as included as possible in all aspects of school life.”

- “Making the physical environment and learning accessible to our disabled pupils, e.g. adapting the work into bite sized chunks, using multi sensory techniques, emphasis on learning through talk partners, experiencing things hands on to then transfer into developing academic skills.”
- “School has made changes to support X’s learning”
- “My x has a physical disability and this school showed x and parents that all children are treated in the same way, for example, sports days, excursions, performances. X is very safe in this school and has great care. The teachers, the Headteacher and all who work at this school are excellently qualified and very helpful”
- “One on one teaching / caring for children with complex needs”
- “Your whole school ethos to equality seems unrivalled by other settings in the borough and this should be celebrated and commended.”
- “I am very grateful for the support I've had from SLT.”

All respondents thought the school’s ethos and practices are effective in eliminating discrimination.

Improvements

- In the most recent questionnaire comments have been made about suitable areas for intimate care. This is something we have been planning with the Local Authority for over a year and building work is due to take place on April 2nd 2022.
- A comment has been made about wheelchair access through doorways- we have recently installed ramps into the year 1 classrooms and out of the Year 1 courtyard. This will need to happen for the Year 2 classrooms as well before the autumn term.
- A comment has been made about more disabled toilets. We currently have 2 disabled toilets. One of which is being upgraded for intimate care on 2nd April.
- A comment has been made about disabled parking. We currently have 2 spaces which can be used by disabled badge holders or any parents/children with reasonable justifications for this.
- 1 respondent said they/their child had suffered discrimination because of their disability but that this was dealt with appropriately by the school.

2. The General Duty

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons – This means not representing people in a demeaning way, and it also means not pretending they do not exist and not representing them anywhere at all
- Encourage participation by disabled persons in public life – it is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in
- Take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons. (DDA2005 S.49A)

3. The Involvement of Disabled Children and Young People, Staff, Parents, Governors and User Groups

3.1 In preparing this scheme, disabled people were involved in the following ways:

A letter and questionnaire is sent to parents, governors, staff and user groups every year and the data is analysed. To ensure we have parents and pupils views we are collecting individuals views through the assess, plan, do review process. The child's own voice is recorded during termly meetings as are the voices of parents. Through these meetings we identify what each child needs and we make the necessary changes required and seek outside agency help where required. For more details on this process please refer to the SEND policy.

3.2 In the longer term, disabled people will be involved in the following ways:

- Assess, plan, do and review cycles are carried out for each individual child. Their voice is record during termly meetings as it that of their parents.
- Pupil surveys and interviews as part of the normal cycle of self evaluation are also used to identify any issues relating to a child or young person's disability.
- Disabled staff have regular opportunities to discuss how the school can best enable them to work.

3.3 The information about disabled staff and pupils will be used to assess:

- The effect of our policies and practices on the recruitment, development and retention of disabled employees.
- The effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

3.4 The information about disabled parents, governors and user groups will be used to assess:

- The effect of our policies and practices on the involvement of parents in their child's education.
- The effect of our policies and practices on the recruitment and retention of governors and their ability to take a full and active part in governors' activities
- The effect of our policies and practices on the involvement of disabled users in community activities.

4. How we will meet the General Duty and Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

4.1 The Building

Hampton Hargate Primary School opened in September 2000 and all facilities are on a single level. There are no raised steps within the building and all doors are wide enough to provide access in a wheelchair. There are two disabled toilets available for pupils and visitors. The building is well lit and movement throughout the school is manageable by all, with wide and uncluttered pathways. The Access Audit states that "Access for visitors with disabilities is good and only minor modifications are required."

4.2 Provision for pupils

A register of pupils' needs/disabilities is maintained by the SENCOs and regularly updated. Parents/carers also received a letter requesting notification of any disabilities not previously registered with the school. To ensure access to all areas of school life the pupils' needs are catered for as follows:

- Asthmatics – named inhalers, with the asthma card, are stored in a tray in the classroom. Office staff maintain a register.
- Diabetics – at the present time there is one in the school, Yr 4. The pupil is monitored and supported by a TA. One to one supervision is provided for this pupil during the lunch break.
- Epi-pen users – the pens are stored in the classrooms and in the first aid room and staff have been trained in their use. The parents are responsible for ensuring that the pens remain up to date.
- Autism, Dyspraxia and Dyslexia – pupils with these disabilities have their individual learning programmes and also have access to a Sensory Circuit Programme at the beginning of each school day.
- Impaired Vision and Hearing – teachers ensure that pupils with these disabilities are in the best position for seeing and/or hearing. If required large print is provided.
- Children with cancer-teachers ensure that each child's needs are met. The SENCo liaises with the nurse on how to support the child in school. The training is passed around to all staff who require it.

Pupils with any disability are not excluded from educational visits. A risk assessment is carried out at the pre-visit and a TA or parent helper ensures that all pupils are able to benefit from the visit.

4.3 Provision for Staff

It is our aim to:

- Attract a wide field for recruitment, including disabled people.
- Retain the experience and skills of employees who become disabled during their working life
- Develop in-house expertise about what disabled staff and/or pupils may require.
- Provide role models for children and young people.
- Help foster good relations with all employees by showing that everyone is valued and treated fairly.

4.4 Provision for Parents/Carers

It is our aim to:

- Use disabled people's preferred means of communication when contacting parents/carers, meeting with them or sharing information with them.
- Ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents' evenings. Where attendance is not possible because of a disability, make alternative arrangements.
- Give disabled parents priority when arranging events and meetings.
- Give disabled parents preferential parking rights.

4.5 Provision for Governors

It is our aim to:

- Ensure accessibility to meetings and other governors' activities for disabled governors, consequently allowing representation of disabled people on the governing body.

4.5 Provision for User Groups

It is our aim to:

- Ensure that any disabled member of the community, who is part of a user group, should not be restricted in participation within that group's activities.

5. Equality Objectives

- To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.
- To raise levels of attainment in core subjects for vulnerable learners.
- To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

6 Equality impact assessment

- Hampton Hargate Primary school will assess the impact of the Disability Equality Scheme by taking into account:
 - the number of bullying incidents;
 - the number of complaints;
 - the number of pupils with disabilities at Hampton Hargate Primary school;
 - feedback from disabled parents, staff, pupils and governors;
 - attainment of pupils with disabilities;
 - the number of staff and the success of staff with disabilities.

7. Accessibility plans

- Hampton Hargate Primary School has prepared an Accessibility Plan (Plan) which is available on the website to all parents and staff.
- The Accessibility Plan includes consideration of how Hampton Hargate Primary School proposes to: increase the extent to which disabled pupils can participate in the curriculum; improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and other activities; improve the delivery to disabled pupils of information which is readily accessible to students who are not disabled.
- The Plan will be reviewed every year, to ensure that the Plan is up-to-date.

Reviewing this policy

We review the information about equalities in the policy every year and make adjustments as appropriate. Further amendments may occur with changes in legislation or as the need arises.