

PARLEY FIRST SCHOOL
DISABILITY EQUALITY SCHEME

The purpose of this Disability Equality Scheme is to show how Parley First School is going to promote disability equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school in which everyone involved can take part.

We aim to encourage and listen to local views and involve local people in the work of our school. All school staff have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

The School already makes the following provision for children with disabilities under the DDA:

- Training for staff on learning difficulties as necessary, including dyslexia, behaviour difficulties etc
- The curriculum has been adapted to meet the needs of disabled pupils
- Materials have been adapted
- Additional resources have been purchased and will be increased according to need.
- Adaptations for building access is being addressed through the school's Accessibility Plan
- Information for parents and public is regularly reviewed in line with DDA

The School has identified certain areas of good practice where proactive steps have already been taken:

- Improved transition arrangements between schools for pupils with disabilities
- Whole school training on SEN issues
- Training on speech and language difficulties
- Consultation with parents with reference to the Healthy Schools programme

The School is aware of some areas of concern

- Looking at whole school policies with potential for any discrimination that may arise.
- Improved ways for greater involvement of children with disabilities e.g. circle time, school council
- Involving disabled children and their parents in making decisions

The DES will be considered in line with all other policy making decisions in the school and will be linked to budgetary implications for the governing body with reference to Financial Policies.

The school has an Action Plan setting out proposed actions between 2010 – 2013 which is attached to the DES.

This Scheme will be reviewed after three years. We welcome any comments and suggestions from interested parties. Please contact the Headteacher at the school.

Policy Reviewed	Spring 2011
Next Review Due	Spring 2014

Parley First School Disability Equality Action Plan

2010 - 2013

Target	Strategy	Outcome	Timeframe	Achievement
Governors	Set up a working group to revise scheme. Ensure this group involves representatives of people with disabilities. Governors to attend Equality & Diversity training.	Updated scheme to promote disability equality.	January '11	School community aware of revised scheme.
Governor's involvement	Nominate Governor to continue in place.	Involvement in reviewing every three years. Contact point available.	December '10 Onwards	Governor's involvement in DES
Developing Pupils' involvement	Involve pupils in promoting disability equality and awareness through PSHE syllabus, school council and assemblies.	Pupils cooperatively develop their involvement with and awareness of disability equality issues. Pupils have a voice	December '10 Onwards	Pupils and whole school benefit from increased awareness of and participation in improving whole school disability equality
Local disability groups/media	Continue to invite local groups to support school in better understanding disability matters. Seek to widen range of contacts ensuring relevance to current issues at school.	Increased participation and consultation from these groups. Media help draw people into participation.	December '10 Onwards	Higher levels of understanding and input regarding disability issues. Raised local profile/community involvement.
Involving Parent/carers	Set ways in which parents and carers can be involved through newsletter, letters and invitation to events	Increased involvement of parents and carers of pupils	December '10 Onwards	Increased parental/carer involvement. Parents feel included in the process of provision for disabled pupils.

Local Authority	Identify lead people and discuss how best they are able to support the school as needs arise.	Joint working with the local authority	December '10 Onwards	Closer links with local authority on issues relating to disability
Information gathering on pupils with disabilities, their experiences and areas for improvement	Gather pupils' experiences feedback. and other related information through the annual survey pupils and parents feedback from the SENCo.	School will know more about the numbers of pupils with a disability and their experiences	December '10 Onwards	Changes to policies affecting pupils with a disability.
Activity	Strategy	Outcome	Timeframe	Achievement
Analysis of information gathered	Ongoing review and analysis of information gathered in context of key areas outlined in statutory guidance.	Policies reviewed and amended as appropriate.	December '10 Onwards	Improved learning and school conditions for disabled pupils. Elimination of negative discrimination.
Confidentiality regarding disability and long-term medical conditions	Review confidentiality and information sharing policy.	Staff know who to go to regarding information about pupils' conditions. Better communication with parents/carers.	March '11	Staff, parents and pupils more comfortable with confidentiality arrangements.
Assess impact of DES	Governors group to review policies in light of gathered information (ongoing)	Awareness of areas for improvement in relation to disabled pupils in the school	Regular review meetings feeding in to annual review of scheme.	Additional training from local disability groups, national charities and local authority on impact assessment and review processes

Monitoring and review of Disability equality Scheme	Formal review of information gathering processes, information gathered and targets identified and met	Understanding of progress made and yet to be made with appropriate strategies	Annually from September 2010.	Minutes of Governing Body Meetings.
Monitor progress of disabled children	Tracking	Pupils make progress in line with expectations	Annually	Pupils needs met to enable good progress to be made
To provide training for staff relevant to disabled pupil's needs	In house training from specialists. Courses to train for specific needs	Staff have a good knowledge of specific areas of disabled pupil's needs	When required	Curriculum is modified for specific needs of disabled pupils
To adapt communications for all disabled members of the school community when necessary	Seek alternative ways of communicating with disabled staff, parents, governors, through advice from SEN team.	Communication adapted for specific needs	When required	Good communication for all members of the school community
To adapt the environment to enable disabled staff and governors to access all facilities	See Accessibility Plan	See Accessibility Plan	See Accessibility Plan	See Accessibility Plan

Parley First School Impact Assessment

Title of service, function or policy being assessed:	Disability Equality Policy
Name and role of officers completing this assessment:	Mrs M Pike Headteacher Rev C Booth Chair of Governors
Contact telephone Number	01202 874400
Date assessment completed:	January 2011

1. Is this a new policy/function/service or a review of an existing one?
Review
2. What are the aims and objectives of the policy/function/service/review?
To monitor and promote equality for disabled pupils, staff, parents and visitors to the school community.
3. What needs or priorities is it designed to meet?
<p>Needs to meet include:</p> <p>Staff Training in areas of disability Environmental adaptations – see Accessibility Plan attached Curriculum adaptations – see Accessibility Plan attached</p>
4. Who and/or what has been involved with implementing the policy, strategy, procedure or function?
Governors, staff pupils and parents
5. In relation to the policy/service what do you think are the main issues, positive and/or negative, relating to the different equality groups?
<p><u>Gender/Race/Culture/Religion and Belief</u></p> <p>Equal Opportunities Policy to be reviewed</p> <p><u>Disability</u> To ensure that the environment is adapted to cater for the needs of disabled pupils, staff, parents, governors and visitors to Parley First school. See Accessibility Plan.</p> <p>To ensure that the curriculum is modified to provide equal opportunities for disabled children to reach their full potential.</p> <p>To adapt information provided for parents who may have difficulties in communication caused by mental or physical disabilities.</p>

6. How does the current or proposed policy/service meet the needs of these equality groups? If it doesn't where are the gaps?
See Action Plan
7. Are there any aspects of the policy/function/service that result in quantifiable or different quality outcomes for different groups (higher or lower uptake/failure to access/receive a poorer or inferior service/evidence that different groups have different needs)?
None
8. What does data from existing sources tell you about the current policy/service in terms of meeting the needs of the different equality groups? What does consultation with stakeholders/beneficiaries tell you about the current or proposed policy/service? Your sources could include, for example, parental responses, pupil feedback/comments, working party findings or event feedback
No major issues identified
9. What gaps have you identified and what further data/consultation do you need carry out if any?
See Action Plan
10. In what way(s) might this service or policy have an adverse impact on the grounds of race/ethnicity, gender, disability, age or religion? Please give your reasons/evidence for this, use your answers from box 5 - 9. [Note: "Adverse impact" means that the policy or service is disadvantageous to one or more groups of people.]
None identified
11. If you have identified that the service or policy is having, or might be having, an adverse impact, is it justifiable or legitimate? Please give your reasons for this.
None
12. If you have concluded that the adverse impact or the discrimination is justifiable or legitimate, you will need to explain your actions and reasons to people. This is because we have a statutory duty to promote good relations between people of different groups. You will need to think what action could be taken to mitigate the adverse impact on people See Action Plan
None
13. If you have concluded that the adverse impact or the discrimination is illegal, you must take action to remedy this immediately
None
14. Please outline any unmet needs you have identified as a result of carrying out this assessment and how you intend to address them.
See action plan

Parley First School Disability Improvement Plan

Please list actions that you plan to take as a result of this assessment (continue on separate sheets as necessary)

Title of policy being assessed: Disability Equality Scheme

Name and role of officers completing assessment: Mrs M Pike and Rev C Booth

Date assessment completed: January 2011

Issue Identified	Action Required	Budget Implications	By whom	By when
Ensure issues Age, Gender/Race, Ethnicity are addressed in policies	Review EOP policy annually	Time	Governors Staff	Spring 2011
Raise staff awareness of Disability Equality	Staff training	Time for staff meeting	SLT	Summer 2011
Investigate opinions of disabled pupils, staff, governors, parents	Involvement in working group reviewing scheme	n/a	Governors Working Group	Spring/Summer 2011

These actions needs to be built into the service planning framework, targets should be measurable, achievable, realistic and time bound.

This form is to be included in the school's Disability Equality Scheme.