



SOUTH WEST SCHOOLS' FEDERATION

DISABILITY EQUALITY SCHEME / POLICY

AIMS

This policy's aim is to provide a structure to:-

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- to take steps to meet disabled people's needs, even if this requires more favourable treatment.

GENERAL

This policy explains how the school meets these responsibilities and includes our School Development Plan to make further improvements in future. At present this policy works alongside the school's Accessibility Plan.

We have involved disabled people in developing this scheme as we have a child in a wheel chair and another with physical disabilities.

Parents and carers of disabled pupils have been consulted verbally in informal meetings with the Head Teacher and SENDCO (SEN Forum & Annual reviews) and by questionnaires to collect their views on the most beneficial ways to provide successful inclusion of their children.

Action planning addresses any issues raised. Pupil participation is promoted, for example, through individual conferencing of children with special educational needs and disabilities and children who have statements are interviewed.

Parents and carers are asked at pre-transfer interviews with the SENDCO, if there are any reasonable adjustments that the school may need to make to meet the needs of any of their family members. Through the school ethos, our Headteacher's vision, enhanced by our Personal, Social and Health Education curriculum including the SEAL project, we foster the recognition that individuals have different strengths and weaknesses. All are equal members of our schools' community with valuable assets to contribute, who deserve respect and nurture.

Regular awareness raising on the definition of disability takes place with pupils, staff parents/carers and other school users. This is done through the monthly Newsletter, curriculum letters, Home School Reading & Contact Books, questionnaires and the schools websites. This Policy is available in paper format for the whole school community, and on the schools websites.

OUR SCHOOL ETHOS

Woolacombe School and Combe Martin Primary Schools are happy, secure, friendly and welcoming schools, in which all staff and pupils are positive, caring and optimistic and they greet you with a smile! The staff, governors and pupils alike enjoy what they do and do it very well. The federation has



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high expectations, both in terms of achievement and behaviour, and everyone is expected to do their best and to use their special gifts and talents, at their own particular level. All members of the school family and the contributions they make to the schools are greatly valued. Courtesy and politeness is expected at all times, and people are always acknowledged and thanked for what they do. 'Care', 'tolerance', 'trust' and 'respect' are very important to us.

Our Headteacher's Vision is to achieve:

"Excellence in teaching and learning, achieved through an enjoyable and professional whole community team effort following clearly defined goals, which recognises and values the uniqueness and achievement of every child, and respects the dignity of all."

RECRUITMENT, DEVELOPMENT AND RETENTION OF DISABLED EMPLOYEES

Following Devon County Council employment systems, at recruitment, staff are asked to disclose details of any disability on the confidential pre-employment form. Screening is then undertaken and a fitness for work grading given. Staff have received training on the Disability Equality Duty and are aware how and with whom to raise personal issues during the school year. Staff are consulted as to whether there are any new circumstances that they would like to disclose at performance management annual reviews. Staff Meetings provide a forum for further discussion on disability issues.

The schools are aware of the 'Access to work' scheme and of LA policies, which may be relevant for disabled staff e.g. "phased return" arrangements.

Governors will be asked when they take up their posts whether there are any disabilities that they wish to disclose in order that the school may make reasonable adjustments necessary. The Headteacher will hold a confidential register of all school users with disabilities. The numbers of disabled children and adults and trends over time will be analysed at each review and any actions taken.

Home visits, Pre-School visits and introductory meetings with the teacher and Headteacher for all inwardly mobile children, ensure details of children's disabilities are discussed. Detailed transfer programmes are drawn up in consultation with parents, teaching staff from both schools and outside agencies where applicable (for example for those children with statements of educational need or medical conditions).

Photographs and details of disabled children with significant needs are displayed in the photocopy room for all adults working in school.

The schools' lists of children with special educational needs record the number of children in each category of need. The names of those children not at School Action or School Action Plus phase or



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who have a statement of educational need, but who are/or have been of concern for any reason, are listed for all staff in each year group.

All preparation, planning and assessment of teaching and learning takes into account the requirements of children's disabilities with reasonable adjustment made in areas such as differentiation of resourcing or learning style. For example, picture enhanced communication methods such as visual time-tables for those with language difficulties. Short-term planning indicates those children with particular needs, and the type of teaching method to be employed.

Reasonable adjustments are made to the timetable when required for instance reduced hours, rest periods in the day, different or indoor playtimes or phased returns after absence. The schools' pupil tracking systems monitor the attainment of all children and individual targets are set in response. The SENCO, who is the Headteacher, and staff, review the progress of those children with special needs and Individual Education Plans (IEPs), Pupil Development Plans or Pastoral Support Plans are drawn up in consultation with pupil, parent or carer and outside agencies if appropriate.

The emotional care of all pupils is high priority in both schools and developed through classroom circle time, our PSHE curriculum and the SEAL project. Classroom initiatives like 'Issue Boxes' or similar, self-esteem questionnaires and conferencing allow children to communicate any concerns and interventions such as Thrive to foster issues such as self-esteem, anger management and conflict resolution are available.

Children who are socially vulnerable are noted for extra care from staff at break times and alternative activities can be arranged. Playground buddies/peer mentors help to include all children at playtimes. Children with disabilities are able to access special arrangements for SAT tests, should they meet the statutory criteria to qualify for extra time, a reader or a scribe. Children are trained beforehand so that they are able to take full advantage of these arrangements.

The schools promote and monitors access for children with disabilities on all school visits, social events, such as PTFA events, and residential trips. Individual risk assessments are compiled to facilitate positive inclusion. Children with disabilities are represented in positions of responsibility like the School Council.

Intervention programmes, extra supported visits and informal liaison meetings are arranged to foster successful transfer to secondary school and other establishments. The schools monitor the number of children with disabilities accessing school clubs and actively promotes the inclusion of children in clubs both in and out of school. For example, parents, carers or family members are offered the opportunity to go with their child to clubs or to ask for the support of an adult in school or a "buddy" to help their child settle in the club. Reasonable adjustments are made to which year group may attend a certain activity. Parents can request staff support in finding links to other families who may be involved in clubs outside school that would benefit pupils with disabilities.

Pupils with disabilities are offered especially planned opportunities to meet their needs



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HOW THE IMPACT OF OUR SCHOOL POLICIES AND PRACTICES WILL BE ASSESSED

The SWSF has a cycle of policy reviews. This DfE will inform all policy and practice reviews. All planning will be examined in the light of the Duty and the possible implications for disabled adults and children. Necessary alterations or actions will be initiated as a result.

The SWSF will continue to monitor the success of this policy annually, participating with parents and carers, employees, pupils and other users.

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH SWSF POLICIES FOR:

- Safeguarding Children and Child Protection
- Policy for Children in Care
- Policy for Pastoral Care
- Positive Behaviour and Safety Policy
- Positive Handling Policy
- Policy for the Prevention of Bullying
- Special Educational Needs Policy
- Inclusion Policy
- School Accessibility Plan
- Policy on Equality



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Appendix

COMBE MARTIN & TIDLERS - ACCESSIBILITY PLAN

This Policy is to increase the extent to which all pupils with particular emphasis on disabled pupils, can participate in the school curriculum

SHORT TERM 18 MONTHS- 3 YEARS

- To ensure that all staff and governors are fully aware of their obligation to provide an inclusive curriculum
- To ensure that all members of the school community are aware of the need to identify and provide for pupils who need information delivered in alternative formats

MEDIUM TERM

- To be a member of any partnership Organisation which will facilitate our aims
- To consult with the wider community as to any future developments

LONG TERM

- To liaise with Devon LEA to increase disabled access via a lift for pupils to the main hall, ICT suite and generally around the school
- To work with partner organisations within the community to facilitate increasing accessibility
- Disabled access to Tiddlers Nursery & Pre School
- To provide automatic entrances at the reception area for wheelchair users
- To increase opportunity and play equipment for disabled pupils



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WOOLACOMBE SCHOOL & BUSY BEES - ACCESSIBILITY PLAN

This Policy is to increase the extent to which all pupils with particular emphasis on disabled pupils, can participate in the school curriculum

SHORT TERM 18 MONTHS- 3 YEARS

- To ensure that all staff and governors are fully aware of their obligation to provide an inclusive curriculum
- To ensure that all members of the school community are aware of the need to identify and provide for pupils who need information delivered in alternative formats
- Disabled access to the above area of Busy Bees
- To have a disabled child size toilet in the disabled wash room Year 2/3
- To provide automatic entrances at the reception area for wheelchair users

MEDIUM TERM

- To be a member of any partnership Organisation which will facilitate our aims
- To increase opportunity and play equipment for disabled pupils
- To consult with the wider community as to any future developments

LONG TERM

- To liaise with Devon LEA to increase disabled access for pupils in Classes 2 & 3
- To work with partner organisations within the community to facilitate increasing accessibility
- Disabled access to Busy Bees



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BAMPTON CHURCH OF ENGLAND PRIMARY SCHOOL 2016 ACCESSIBILITY PLAN

This Policy is to increase the extent to which all pupils with particular emphasis on disabled pupils, can participate in the school curriculum

EDUCATION AND RELATED ACTIVITIES

Bampton School will continue

- to seek and follow the advice of specialists and services eg LA, Diocese, Teaching Schools and appropriate health professionals
- to ensure that all staff and governors are fully aware of their obligation to provide an inclusive curriculum
- to ensure that all members of the school community are aware of the need to identify and provide for pupils who need information delivered in alternative formats

PHYSICAL ENVIRONMENT

Bampton School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

PROVISION OF INFORMATION

Bampton School will signpost services and provide information in alternative formats when needed.



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