

# Waddington and West Bradford CE Primary School



## Disability Equality Scheme

Approved by Governors: January 2025

To be reviewed: July 2026 (or in light of any new legislation)

## **Disability Equality Scheme** **2024-2026**

This scheme should be read in conjunction with the school SEN Policy, the School Accessibility Plan, Behaviour Policy and Recruitment and Selection Policy.

### **Legal Requirements / Role of Governing Body**

Under Part 5A of the *Disability Discrimination Act* governing bodies are required;

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may do.
- prepare and publish a disability equality scheme to show how they meet these duties.

This scheme and the accompanying action plans set out how the governing body of Waddington and West Bradford CE Primary will promote equality of opportunity for young people and adults.

In addition, duties in Part 4 of the *Disability Discrimination Act* require the governing body 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.

## **Accessibility Plan**

The school's Accessibility Plan outlines the school's vision and values for improving children's access to the curriculum, to the environment and to information provided by the school.

## **What do we understand by 'Disability'?**

At Waddington and West Bradford CE Primary we promote disability equality and prepare all our young people for life in a diverse society. We use the term 'disabled' to refer to someone who has;

'... a physical or mental impairment which as a substantial and long-term, adverse effect on his or her ability to carry out normal day-to-day activities.'

We do not interchange **the term disabled** with the phrase **special educational needs** although we appreciate that many pupils with SEN will also have disabilities.

We use the *Disability Discrimination Act* definition of impairment to include hidden impairments such as autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as;

- 'physical impairment' which includes sensory impairment.
- 'mental impairment' which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

We believe that an impairment does not itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

In relation to normal day-to-day activity the test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence

- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

The core values of Waddington and West Bradford CE Primary in relation to disability is to actively seek to;

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the *Disability Discrimination 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 don't exist and 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.  
(DDA 2005 S.49A)

### **Involvement and Consultation**

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the *Disability Equality Scheme*.

Waddington and West Bradford CE Primary has consulted with disabled pupils, staff and service users in the development of our *Disability Equality Scheme* by:

Consultation with disabled pupils and parents, together with LEIS experts in working with pupils who have medical, mobility and/or sensory needs and OT's, visiting nurses and the School Nurse to determine the priorities for the school with regard to disability equality over the next three years. This has occurred through informal meetings with staff and parents and visits to the school by relevant experts.

These systems will be monitored closely so that the school can improve communication with and involvement of disabled people to inform future *Disability Equality Scheme* planning.

### **Gathering Information**

To meet the *Disability Equality Duty*, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. At Waddington and West Bradford CE Primary, the following information is monitored:

- How many disabled children in school/what impairment groups represented/not represented
- How we collect information on disability of new pupils as part of admissions e.g. 'does your child have a learning disability, medical needs or disability?'
- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.) staff who have rights under the *Disability Discrimination Act*
- Attendance at extra-curricular activities (%)
- Involvement in educational visits
- Behaviour Logs/Serious incident book
- Participation in assemblies/school council
- Participation in class/positions of responsibility in class/school
- Any feedback from surveys/questionnaires e.g. school educational visits
- Attendance
- Exclusions
- ECM outcomes

## **Assessing the Impact of School Policies**

In order to ensure that action is taken to meet the *Disability Equality Duty*, Waddington and West Bradford CE Primary will review all policies on a rolling programme highlighted in the school's action plan and will take into account views gathered from all stakeholders, including those with disabilities, in assessing the impact of school policies.

## **Priorities for Waddington and West Bradford CE Primary**

- ❖ Review Accessibility Plan in consideration of the old nature of the building
- ❖ Action to promote positive behaviour through PSHE lessons
- ❖ To ensure that if we were to have pupils', who are wheelchair users, how can they have full access to the provision within school
- ❖ To ensure that pupils', with sensory impairments, have full access to the provision within school

## **Meeting the Six Duties**

At Waddington and West Bradford CE Primary we aim to meet the requirements of the six duties through:

### **Promoting Equality of Opportunity**

- by awareness raising and staff training;
  - by keeping a watchful eye on the impact of policies;
  - reviewing and adjusting policies;
  - raising expectations;
  - improving communication;
  - increase awareness of the ways in which parents of disabled children and young people can help support their learning, for example through workshops;
  - ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Register.
- **Priorities for 2024-2026**
    - Ensuring appropriate staff training, regarding pupils with medical needs.
    - Ensuring appropriate staff training, regarding pupils with different Special Educational Needs.
    - Building links with local Specialist schools.

## **Eliminating Harassment and Bullying**

- raising awareness amongst staff and pupils of disability-related harassment;
- understanding the nature and prevalence of bullying and harassment;
- recognising and addressing bullying and harassment;
- involving pupils themselves in combating bullying;
- reviewing the school's Anti-Bullying Policy and procedures;
- ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
- the use of PSHE materials;
- if a number of incidents have been prevalent within a particular year group, use Circle Time, story time or assembly to investigate and address the issue with all pupils.

- **Priorities for 2024-2026**

- ❖ **Reward and Achievement Assemblies to Promote Positive Behaviour**

### **Encouraging participation in public life.**

- where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles e.g. play leaders;
- there are positive images of disabled people participating;
- ensure that disabled pupils are represented and encouraged to participate in class assemblies, performances, events and on the school council.

- **Priorities for 2024-2026**

- ❖ **Assemblies Highlighting aspects of British Values / SMSC.**

### **Promoting Positive Attitudes**

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by challenging negativity;
- by ensuring representation of disabled people in senior positions in the school;
- through the curriculum –British Values / SMSC / RE
- through positive images in school books and other materials;

- ensure that disability is represented in posters, collages, displays and learning materials;
  - celebrate and highlight key events, such as, the Paralympics, Deaf Awareness Week and Learning Disability Week;
  - inviting disabled members of the community/organisations to talk to children.
- **Priorities for 2024-2026**

**❖ Involving Pupils in Becoming Play Leaders**

**Taking steps to meet disabled people's needs, even if this requires more favourable treatment**

- additional coaching or training for disabled pupils, staff or parents;
- special facilities for disabled pupils at breaks and lunchtimes;
- a policy of interviewing all disabled applicants who meet the minimum requirements for a job.

Governors will report annually on the success and progress of their scheme and copies will be available from the school office and website.