



Disability Equality Scheme September 2011-September 2014

Ellingham Primary School is committed to ensuring the equal treatment of all members of the school community with any form of disability.

Definition:

'Disabled children and adults are those who have a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.' (DDA, 2005)

Our Aims:

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

Developing the Plan:

Ellingham will continue to consider the views of disabled pupils, staff, parents and those of the wider school community as this plan is developed. We will continue to use their preferred means of communication for all those involved in the development and take a range of views from a range of people. The key functions of the working plan are:

- To ensure the involvement of disabled pupils, staff and parents
- To arrange for the gathering of information
- To consider arrangements for impact assessment.

Recruitment, Development and Retention of Disabled Employees:

Following Kingston Council's employment systems, staff are asked to disclose details of any disability on the confidential pre-employment form at the time of recruitment. Staff are aware how and with whom to raise personal issues during the school year and any new circumstances are addressed at performance management annual reviews. The school is aware of the Access to Work scheme and of local LA policies which may be relevant to disabled members of staff. Staff are asked to complete an annual anonymous questionnaire to disclose any information about their needs.

Educational opportunities available to and achievement of disabled pupils:

Parents are invited to discuss their child's particular needs with the Inclusion Co-ordinator and/or head teacher at any time. Plans are drawn up to best provide for the child's particular needs in consultation with parents, teachers and any outside agencies where applicable.

The schools SEN register records the number of children in each category of need. Children who are of concern but not on the register are also known to teachers. Details of particular, non-confidential, day to day needs are kept inside the school's Supply Folder which is in every class, e.g. those children who suffer with allergies or wear glasses. This is to ensure that they can provide appropriate educational opportunities and any additional support for the identified children.

All staff who work with pupils with disabilities receive appropriate training and staff ensure that appropriate changes are made to classrooms and outdoor environments as necessary. Staff also work with outside agencies, for example occupational therapists or physiotherapists to ensure the correct provision is being made. Thorough risk assessments are undertaken as required and take full account of the needs of disabled children, particularly with the current building works that are in operation.

The Inclusion Co-ordinator works with parents, schools and other professionals to ensure that transition for disabled pupils to secondary school or to another primary school is as smooth as possible for the child in question.

The Inclusion Co-ordinator regularly reviews the learning resources that are available to disabled children and will continue to ensure that they meet the needs of all pupils within the school.

More recently, Ellingham has chosen to work with an Olympic theme across the school and we have celebrated the achievements of some of GB's Paralympics athletes in order to raise the profile of people with disabilities in sport.

Considering the needs of the wider school community:

At Ellingham, all the main signs are in both visual format and in Braille.

There is a facility to enlarge school documents as necessary.

Some homework letters to parents have diagrams or pictures where needed.

Staff have created 'dyslexia friendly' signs throughout the school.

Power Point presentations are given as a handout to visually impaired parents before any presentations are started to make sure that it can be accessed by all.

During building works at the school, every effort has been made to ensure disabled access to as much of the site as possible. There are some areas of the temporary building that are not accessible and parents/members of the school community have been made aware of these. All gates are open for easy access for people with a disability during extra curricular activities.

Future Developments:

- Continue to support parents with dyslexia so that they can support their child by providing feedback in their preferred style.
- Provide all parents with details of the school website and Fronter login information so that all parents and children can access the information.
- In assemblies, continue to promote the achievements of disabled artists or those with sporting talents.
- Consult external partners and local cluster schools as necessary to gain specialist advice on how to adapt resources.
- All staff working with children with disabilities receive appropriate training and support to enhance children's access to the curriculum, develop their independence and promote social interaction.
- Continue to provide all children with an inclusive curriculum which stimulates them and provides them with all they need to progress confidently through the school.
- Ensure that our new building is well resourced to meet the needs of the whole school community, including those with disabilities.

Management, Co-ordination and Implementation:

Lead Responsibilities:

Head Teacher: Sarah Creegan

Inclusion Co-ordinator: Steph Caswell

Assistant Head: Diane Ashborn

Inclusion Governor: Paul Arnold

Review Date: September 2014