

Elmsleigh Infant and Nursery School
Disability Equality Scheme

Updated April 2018 in consultation with staff, parents, the school council and our disabled volunteer.

Purpose and direction

The purpose of this scheme is to show how the school is going to meet the duty to promote disability equality for disabled pupils, staff and parents.

The general duty:

- ◆ 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.
- ◆ Promote positive attitudes towards disabled people
- ◆ To encourage participation by disabled people in public life
- ◆ Take steps to meet disabled peoples needs, even if this requires more favourable treatment.

This scheme includes the accessibility plan, and underpins all other policies including equal opportunities. It intends to give proactive support to children and adults with a variety of physical and mental special needs, through positive discrimination.

Disability in this document is defined in line with the Disability Discrimination Act as a substantial, long term physical or mental impairment which has an adverse effect on his/her ability to carry out normal day-to-day activities. This definition may include a range of impairments such as dyslexia, autism, speech and language impairments, ADHD. Also, (possibly) people with cancer, MS, HIV or severe disfigurements. Those with progressive or recurring conditions may also need special provisions.

Our current disabled population is: (where a child has more than 1 disability, their main disability has been counted only)

Disability	No. of children	%/218	% staff
Physical	2	1%	0 (1 volunteer)
Gross/fine motor	3	1.6	0
Incontinent			0
Learning difficulties	4	2	0
ASD	9	5	0
Sight impaired			0
Hearing impaired			0
Emotional/behaviour	8	4	0
Speech/language	13	7	0

Of these, a number spend half their school day in the rainbow room (specialist facility) following a very structured curriculum. During the afternoon this group of children (6 as at May 2018), transfer to age-appropriate classes, with support. 1 child is based in the Rainbow Room setting during the afternoon session as owing to emotional and behavioural difficulties it is not safe to integrate the pupil into mainstream.

A creative curriculum is followed during the afternoon session. The remainder of the above-listed children spend all their time in the classroom with support given where necessary, as part of a planned integration programme

Participation

All children are fully included members of the school community. Additional support is provided where necessary. For those (i.e. with ASD or severe special needs) who would find school visits or certain activities difficult or inappropriate for their needs, alternatives are provided, e.g. simpler local trips. The children in the rainbow room are taken into the community when appropriate and attend weekly swimming lessons.

The curriculum is differentiated into work for groups, as well as the use of IEPs. Extra teaching support and lunchtime support is given to children who require same. All children are taken into assembly, but currently (April 2018), 2 children are only taken in for a few minutes due to their concentration and levels of anxiety.

Advice from outside agencies is heeded, and specialist equipment acquired as necessary. Disability issues are included in PHSE and assemblies as appropriate. All children are included in after school clubs including Derby County Football Club.

Everyone in school is aware of, and has some ability to use Makaton sign language and symbol communication.

Enlarging can be done on the school photocopier for those with visual problems.

A range of formats of information can be produced.

Other issues which affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the schools policies and procedures, written and unwritten are covered by this document.

Although at present, there are some areas of the school to which access is difficult, this poses few limitations on the ability of children to participate. The issues are being addressed as far as possible through the action plan.

From the analysis of the information we have collected about the participation of disabled pupils and adults, we have decided on the following priorities for the Disability Equality Scheme:

Priority 1 - Adult height handrail on steps to main entrance and also steps between Y1 and Y2.

Priority 2 - handrail in 1 cubicle of staff toilet and also nursery staff toilet. Easy to turn taps in adult toilets.

From this analysis we have also decided that the following issues can be addressed by making reasonable adjustments.

Issue 1 - Fluorescent or clear marker on doorbell at main entrance

Issue 2 - Constant reminders to keep all areas clear of clutter, chairs pushed under tables etc.

We have analysed the achievements of our disabled pupils against the same success criteria used for all pupils, .e. tracking data, teacher assessments. From this analysis we see that our pupils with disabilities are included in all aspects of school life.

We aim to make our adjustments anticipatory, both before the arrival of specific children, and also as a general plan for future needs. For this reason, we would appreciate information about needs to be given to us by parents and other professionals as early as possible. Similarly, we liaise with Springfield or other junior schools in order to allow them also to plan for the future. Confidentiality is maintained whenever necessary.

At Elmsleigh, we encourage people to make their needs known. This ensures that we can provide full access wherever possible.

We will continue, as one of the priorities for the action plan, to look at how we can keep this information up to date and involve members of the disabled community in the ongoing life of the plan. This will improve the quality of the information available when the plan is reviewed in three years time.

The plan will be reviewed every 3 years. It has been written in consultation with the governors as well as children and adults who use the school.

The school will make reasonable adjustments in order to improve access for children and adults with disabilities, and will not treat them unfairly.

This scheme was developed after listening to parents , outside agencies i.e service for physically impaired, autism outreach service, visually and hearing impaired services; also observation and discussion with the children. Any future comments/needs/suggestions will be filed and included in the 3 yearly review.

This again will be done in consultation with the governors, children and parents.

Recruitment, development and retention of disabled employees

At Elmsleigh, we recognise the benefits of a diverse workforce in our community in terms of empathy and as an example to the children with special needs, and also as a reflection of the outside community.

In order to ensure that the scheme is effectively implemented, we will ensure that:
The scheme is supported by a detailed action plan,
The action plan has the oversight of the governing body and progress will be checked.

The action plan will show:

- ◆ Clear allocation of lead responsibility
- ◆ Clear allocation of resources
- ◆ Clear timescales

The scheme will be linked to the accessibility plan and also the full school improvement plan to ensure that it is reviewed on a regular basis by the governing body.

This scheme was published on March 21st 2011, and will be in operation until March 21st 2014.

As part of the review, we will

- ◆ Revisit the information that was used to identify the priorities for the scheme
- ◆ Re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

Reporting

School will report annually to governor's on the progress made on the action plan, and the effect of same.

The impact on disability equality will be assessed by questionnaire to parents and staff, and analysis of children's progress. Each curriculum coordinator will be consulted as to the impact on his/her subject.

THIS WILL BE DONE ALONGSIDE THE ANNUAL SAFEGUARDING REPORT