

**ST JOHN RIGBY
PRIMARY**

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Disability and Discrimination Policy and Scheme (and Accessibility Plan)

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Introduction

Duties under Part 5A of the DDA(Disability and Discrimination Act) require the Directors to:

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

This scheme and the accompanying action plans set out how the Directors will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the Directors to plan 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.

This scheme incorporates the school's accessibility plans to increase access to education for disabled pupils and for those with barriers to learning.

1.1 The purpose and direction of the school's scheme.

1.1.1 At St. John Rigby Catholic Primary School we are committed to establishing equality for all students, their parents/carers, staff and other users of the school. As a Catholic School, our school and Trust mission is the embodiment of Gospel values which gives our community a common purpose to safeguard equality for all. This is reflected in the school and Trust Aims which are centred on:

- developing a loving, caring community which recognises and celebrates the unique, God-given nature of each individual;
- valuing every member of the school community and developing the potential of each individual;
- creating an educational environment in which we are all encouraged to enjoy our work whilst aspiring to the highest standards of achievement and behaviour.
- giving children, families and staff the experience of being part of an active Catholic community.

1.1.2 The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

This scheme aims to set out how we will meet these general duties.

1.1.3 This scheme should be read in conjunction with our Accessibility Plan.

1.1.4 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young

People, Staff and Parents and Carers

1.2.1 The preparation of the scheme will involve disabled people in the following way:

The school community is to be surveyed for their ideas for improvements to current systems, this is to be through the Parent Consultations, School Council and questionnaires.

1.2.2 In the longer term, disabled people will be involved in the following ways:

- pupil surveys and interviews as part of the normal cycle of self-evaluation will also be used to identify any issues relating to a child or young person's disability
- disabled staff will have regular meetings with their line manager to discuss how the school can best enable them to work
- children with disabilities will have regular meetings with the SENDCO to identify any perceived difficulties. The SENDCO will make recommendations to the Head teacher.

1.2.3 We do not presume that the views held by the parents/carers of a disabled child are shared by that child and therefore always seek to gain the views of both parent and child.

1.2.4 When seeking the views of disabled people, we use their preferred means of communication.

1.3 Gathering Information

1.3.1 Disabled pupils and staff are identified through self-declaration and admission forms. Data protection legislation will be observed in sharing this information.

1.3.2 Disabled parents/carers, Directors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

1.3.3 We explain to parents/carers, staff, Directors, community users and pupils why the information about disability is needed.

1.3.4 The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees

- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

1.3.5 The information about disabled parents/carers and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents/carers in their child's education
- the effect of our policies and practices on the involvement of disabled users in community activities.

1.3.6 Information on staff will be analysed in respect of the representation of disabled people:

- in all aspects of the work of the school, for example: teaching, teaching support, administrative support
- at all levels of seniority in the school
- amongst those awarded teaching and learning responsibility payments
- as permanent or temporary members of staff, full- or part-time or casual staff
- in training and professional development opportunities
- in disciplinary and capability proceedings
- in harassment and bullying procedures
- as contract staff, for example: contract cleaners and agency supply teachers
- among those who take sick leave
- among trainee teachers on placement at the school
- among those leaving the profession early.

1.3.7 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people
- develop in-house expertise about what disabled staff and/or pupils may require
- provide role models for children
- bring different life experiences and new skills to the school
- help foster good relations with all employees by showing that everyone is valued and treated fairly
- live the school mission by demonstrating God's will in the way we behave towards each other.

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

1.3.8 Information collected about disabled children will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for disabled learners to take positions of responsibility, for example reading in assembly, school council, monitors etc.
- satisfaction and enjoyment levels across a range of school activities
- aspirations and ambitions for the future
- successful transition into the next stages of education
- access to school trips
- involvement in after school clubs and activities
- attainment and achievement of disabled learners
- exclusion rates of disabled learners
- admissions of disabled learners

1.3.9 Information collected about disabled parents/carers will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- use disabled people's preferred means of communication when contacting parents/carers, meeting with them or sharing information with them
- ensure disabled parents/carers are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents/carers evening. Where attendance is not possible because of a disability, make alternative arrangements
- give disabled parents/carers priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production
- give disabled parents/carers preferential parking rights
- ensure the needs of young carers are met.

1.3.10 Information collected about disabled Directors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in Director activities. It is our aim to improve:

- the representation of disabled people on the Trust Board of Directors

1.3.11 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- encourage community groups to ensure their activities are accessible
- give due regard to disabled community users when revising school policies and procedures.

1.4 Impact Assessment

1.4.1 In line with the DRC guidance, impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar situation.

1.4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.

1.4.3 As a first step towards assessing the impact of policies on disabled people, the policies of the school will be screened to identify their level of relevance and potentially their impact on disabled people. Policies with a high relevance will take priority for review.

1.4.4 We will welcome input on our policies and practices from disabled stakeholders.

1.4.5 As a first step towards assessing the impact of practices on disabled people, the practices of the school will be identified and prioritised by relevance. We will initially hold a Disability Awareness Week where staff and pupils record current practices over one day which will be analysed for possible impact

1.4.6 Practices with a high relevance will be take priority for assessment. Over the next three years, all practices will be assessed.

Practices assessed will include:

- Recruitment practices
- Teaching approaches
- Classroom routines
- Registration routines
- Homework
- Office routines

- Communication with staff
- Communication with parents/carers

This list will be extended as further practices are identified.

1.4.7 Issues arising from the impact assessment will be prioritised and added as an appendix to the Action Plan.

1.4.8 All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction.

1.4.9 We will welcome input on our policies from disabled stakeholders.

1.4.10 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

2: Planning for Action

2.1 Arrangements for the Action Plan

2.1.1 In line with the DRC guidance, our initial Action Plan includes information on:

- improving information gathering mechanisms
- the mapping of policies and practices
- how the involvement of disabled pupils and disabled adults can be facilitated.

We have also identified good practice from examples given in training and as result of this, have included certain actions to meet the Disability Equality Duty.

2.1.2 The priorities for the school's scheme will in future be set in the light of:

- an examination of the information that the school has gathered
- the messages that the school has heard from the disabled pupils, staff and parents/carers who have been involved in the development of the scheme
- an assessment of the impact of current policies on disability equality.

2.1.3 Urgent action necessary following an examination of the information will be added to the action plan before the review date.

2.1.4 In writing our action plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

2.1.5 Our action plan is included as an appendix.

2.2 Annual Reporting

2.2.1 Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:

- Information gathered during the year
- How that information was used
- Action points completed during the year and those that are ongoing.

Disabled people will be involved in the process. This report will be published in the school prospectus.

The person responsible for producing the Annual Report is Mr A Palmer, the headteacher. This will be reported to the Catholic Life Committee.

3. Implementation

3.1 Implementation, Monitoring and Evaluation of the Action Plan

3.1.1 The implementation of the action plan will be overseen by the Trust Directors. A report will be made to the Directors each year by the headteacher. A checklist to aid Directors is included as an appendix.

3.1.2 The action plan will be appended to the school development plan and the accessibility plan in order to increase the effectiveness of these.

3.1.3 The evaluation of the effectiveness of our scheme will be reflected in our discussions during Directors visits and with Ofsted when the school is inspected.

3.1.4 Discussion at SJR Director meetings will cover the attainment of and outcomes for all pupils including disabled pupils. Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

3.2 Publication of the Scheme

3.2.1 Our scheme:

- Will be available in paper format to anyone on request
- Will contain the action plan and append to the school development plan, also available on the school website
- Will be adapted to meet the needs of disabled persons e.g. the visually impaired, as required.

3.3 Reviewing and Revision of the Scheme

3.3.1 As part of the review of the scheme, we will revisit the information that was used to identify the priorities for the scheme and re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents/carers.

3.3.2 The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme.

This process will again:

- involve disabled pupils, staff and parents/carers
- be based on information that the school has gathered.

3.3.3 The Scheme will be reviewed annually within the first 3 years.

3.3.4 The head teacher and SENCO will be responsible for initiating the review of this scheme.

Disability and Equality Scheme Action Plan

This action plan has been established to meet the six general duties of the Disability and Discrimination Act, these being:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Accessibility Action Plan 2017-2017

Priority	Responsible Person(s)	Action Required	Resources	Timescale	Date and Process of Review	Success criteria
Ensure that disabled staff/pupils are made aware that they are able to access the buildings freely from the moment they arrive at the school gate	AP	Review signage in car park and around school. Advertise on website and when visitors contact, ask if they need access to disabled parking. Check the school access points for suitable ramps and lift access.	Signage around car park and lifts	January 2018	H+S Director visit June 2018 to include walk around and focus on disabled access	Parking available for all disabled stakeholders near the school. Positive feedback from H+S Director.
Raise awareness of	AP	Use disability awareness week	Possibility of outside	Spring term speaker.	Review at the end of the Spring	Children have a greater empathy,

disability across the school community.		including assemblies/in class/out of class activities to raise awareness including charity initiative e.g. Guide dogs	speaker		Term.	sensitivity and understanding of the needs and challenges for those with a disability.
Children with emotional health and wellbeing thriving at school	AV/EG/MMcL – inclusion team	Develop a mentoring provision so that leaders, teachers and parents/carers can provide a carefully designed, individualised plan for the target pupils that allows full access to the curriculum including extracurricular activities. Create the learning den in order to support those children who may find lunchtime a challenge.	SEND Budget	July 2017	Review at the end of the Summer Term	Pupils with emotional and health disabilities have a clear framework for support. Pupils with mental health disabilities make at least expected progress in their learning.

