

Doncaster Metropolitan Borough Council

Rossington Toredale Infant School

DISABILITY EQUALITY AND ACCESSIBILITY PLAN

October 2017

To be reviewed Autumn 2020



Introduction

This document has been compiled as a result of a consultation process with staff parent governor representatives and the school council.

We have no- one on or staff who would consider themselves disabled and choose to be involved in the production of this scheme however amongst the people consulted there was one member of staff with a disabled sibling, one member of staff with a child with severe asthma and nephew suffering from autism, a member of staff with epilepsy, an expectant mother, and staff with immobile parents or family members. Also consulted was a governor who suffers from arthritis.

What is a disability?

The disability discrimination act (Part 1 paragraph 1) says a “ a person has a disability if he/she has a physical or mental impairment which has a substantial and long – term adverse effect on his/her ability to carry out normal day to day activities.”

Purpose of the policy

Tornedale Infant School is committed to promoting equality of opportunity for disabled people; students, staff, parents, carers and all who use our site.

This disability equality and accessibility plan sets out how we will meet these duties as a school by:

- Promoting equality of opportunity
- Eliminating unlawful discrimination
- Eliminating disability-related harassment
- Promoting positive attitudes towards disabled people
- Encouraging disabled people's participation in public life
- Taking steps to take into account people's disabilities, even where that involves more favourable treatment

Information gathering

A data collection form will be included in the school prospectus to cover all special circumstances that we need to be aware of to ensure equality.

These forms will also be available in the entrance and parents will be informed of this.

All disclosures will be treated in a confidential manner

Main priorities and action towards ensuring disability equality and accessibility

Theme One – Promoting Equality of Opportunity				
Objective	Action	Involving	When	Outcome and evaluation
a) to ensure Governors are aware of their Disability Equality Duty	Governors' Agenda item Headteacher's Report	All governing body staff	Autumn 17	Governors aware of the school's duty and scheme
b) to ensure staff and pupils are aware of their Disability Equality Duty	Assembly to highlight the issues and our duty. Follow up in circle time.	All staff FS2 and KS1 Pupils	Spring 18	pupils and staff are aware of their responsibilities Addressed in PHSCE curriculum
c) to ensure parents, carers and the community are aware of the school's Disability Equality Duty and what is being done to meet it	Duties on website Letter sent out	SENCO	February 18	Raised awareness of parents, carers and community
d) to ensure the implementation of the School's Disability Access Plan	Revisit this document and update	All staff and School council	Spring 18	Revised and realistic Accessibility plan Clear time frame for its implementation in school, monitoring and evaluation
e) Ensure new Governors and staff are aware of responsibility to duty	Staff meetings, Governors sub committees	Identified staff and Head Teacher	Autumn 2018	
f) parental awareness of schools commitment to duty	Section on website	Head teacher and Andy Cook	Autumn 2018	

Theme Two – Eliminating Discrimination				
Objective	Action	Involving	When	Outcome and evaluation
a) to raise the awareness of pupils	See Theme 1b) above	FS2 and KS1 Pupils	Spring 18	Pupils are aware of their responsibilities Students plan further work based upon the assembly and FLT/PSHCE

				work
b) to raise the awareness of staff	See Theme 1b) above	All staff	Spring 18	Students are aware of their responsibilities Students plan further work based upon the assembly and FLT/PSHCE work
c) to raise the awareness of parents, carers and other site users	See Theme 1c) above	SENCO	February 18	Awareness of parents, carers and community Further information/data on disabilities of site users Gathering of further views and ideas from this group On-going revision, monitoring and evaluation of scheme in the light of needs of site users (pupils, parents, carers, others)
d) To include disability related issues within all policies as appropriate	Raise awareness of Governors (See Theme 1a) All SST to review policies for which they are responsible and include appropriate planning on disability related issues	Governing body and HT	On going as policies need updating	Governors aware of the school's duty and scheme Scheduled dates for reporting progress to Governors Revised policies include action on disability related issues where identified as necessary Implementation, monitoring and evaluation are rigorous in line with school ethos
Review all policies and ensure new policies are implemented	Add all policies to the school index Ensure staff and visitors have easy access to policies	Head Teacher FS coordinator	ongoing	Present policies all added to index by Spring 2019
Work with stake holders to meet needs	Survey school users to establish any unforeseen needs	Governing body and HT	Spring 2019	

Theme Three – Eliminating Harassment				
Objective	Action	Involving	When	Outcome and evaluation
a) to ensure the sustained effectiveness of our anti-bullying policy	On-going monitoring and evaluation of policy and action	All teaching and non teaching staff	On going	Continued effectiveness as judged by bullying surveys and other forms of formal and informal monitoring
b) to ensure that within the anti-bullying policy there are clear actions to address disability-related harassment	Link with Theme 1b above Revision of anti-bullying policy to make clear statement on disability-related harassment School database amended to add this	Governing body and Head teacher	Spring 18	Pupils are aware of their responsibilities On-going monitoring of all bullying related incidents
c) to ensure that disability related harassment of disabled staff, parents, carers and other school users is identified and addressed	Link with Theme 1c above	Leadership team and Governing body	Ongoing	Awareness of parents, carers and community Further information/data on disabilities of site users Gathering of further views and ideas from this group On-going revision, monitoring and evaluation of scheme in the light of needs of site users (pupils, parents, carers, others)
Update training	Racial incident awareness	All staff	Spring 2020	
Improve reporting of potential incidents of bullying or discrimination	Use CPOMS for recording bullying incidents	All staff	Ongoing	

Theme Four – Promoting Positive Attitudes				
Objective	Action	Involving	When	Outcome and evaluation
a) to ensure staff and pupils are aware of their Disability Equality	Assembly to highlight the issues and our duty.	All staff	Spring 18	Students are aware of their responsibilities

Duty	Follow up in PHSE	FS2 and KS1 Pupils		
b) to ensure that the above is sustained	Through assemblies	All staff FS2 and KS1 Pupils	ongoing	Clear action plans for this issue Reports to Governors and parents Decline in disability related harassment incidents
Sustaining positive attitudes	Through the SEAL programme	All staff	ongoing	

Theme Five – Encouraging participation in public life				
Objective	Action	Involving	When	Outcome and evaluation
a) to encourage participation of disabled pupils (if there are any) in the decision making of the school.	Disabled pupils consulted when needed	SENCO & HT	ongoing	Pupils accept the significance of this move Disabled pupils contribute to the school in an effective way to promote further strategies within the DCSF
b) to encourage participation of disabled governors/staff in the decision making of the school	Disabled pupils consulted when needed	SENCO & HT	ongoing	Disabled staff contribute significantly to the daily life of the school and promote further strategies within the DCSF

Theme Six – Taking steps to meet disabled people’s needs including more favourable treatment				
a) to ensure that this scheme is reviewed and updated regularly based upon data, evidence and ideas encountered as the scheme is implemented		SENCO	Autumn 2020	

Dear Staff, Parents, Carers and all users of Tornedale Infant School Site

DISABILITY DISCRIMINATION ACT 2006

What is this?

From this month all public organisation have to meet what is known as the Disability Equality Duty.

In real words this means that schools will have to take steps to promote disability equality for all students, employees and others who use our site (parents, visitors, those using the facilities after hours).

As a caring school we believe that much of this duty is already covered; we are also acutely aware of gaps and further improvements we can make. However, in order to make those further improvements we need to collect information on student and aren't disabilities. This will provide the evidence we need to improve our service.

What is a disability?

The official definition covers the following:

"A disabled person is someone who has a physical or mental impairment which has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities"
(Disability Discrimination Act, 2006)

What do we need to know?

We need to know if any users of our facilities have substantial (not minor) and long-term problems with:

- o Mobility, speech, hearing, eyesight, memory, ability to concentrate, hear or understand, difficulties in perceiving risk or danger
- o Long term disease or illness – diabetes, epilepsy, cancer, multiple sclerosis, HIV

Of course, some of this information on pupils we already hold – but some will not have been reported and we have little or no information on other site users such as parents and those who visit for other reasons i.e. Pre-school, Breakfast club, After school club.

What will we do with information received?

All the information will be treated in the strictest confidence and used only to help develop a better service for anyone who uses our school site and to ensure that they are provided for in a quality way while at the site.

Is it compulsory to return the form?

No – but the information will be of great value to us and, of course, we cannot provide for circumstances of which we are unaware. Therefore it is in everyone's interest to return the form.

Thank you in anticipation of your help on this important issue.

Yours sincerely

L. Almunshi
Headteacher