

Tornedale Disability Equality and Accessibility Plan

April 2017

Tornedale is committed to ensuring equal treatment of all its pupils, employees and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practices and service delivery.

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. The achievement of pupils with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

Definition of disability

The Disability Discrimination Act 2005 defines a disabled person as someone who has a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, autistic spectrum disorder, downs syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Equality Act 2010

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory - they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Disability discrimination Claims

The parents of disabled children and disabled young people in school have the right to make disability discrimination claims to the Tribunal if they believe that their children or the young people themselves have been discriminated against by the school or local authority. Claims must be made within six months of the alleged instance of discrimination.

Guidance on how to make a disability discrimination claim to the Tribunal is available from the Ministry of Justice website.

General duties

We will actively seek to:

- Promote equality of opportunity between people with disabilities and other persons.
- Promote positive attitudes towards people with disabilities.
- Encourage participation by people with disabilities in public life. It is also important to respect the wishes of children with disabilities so that they do not feel pushed into activities that they do not wish to take part in.
- Appraise and update the Disability Equality plan every year.
- Report on progress annually.

Specific duty

The production of this disability equality plan provides a framework for integrating disability equality into all aspects of school life. The specific actions currently being taken include:

Involvement of people with disabilities in developing the plan	Tornedale will consult with children with disabilities, staff and service users in the ongoing development of the Disability Equality Plan by: <ul style="list-style-type: none">• Termly and Annual Reviews with SEN children/parents• Analysis of available school disability data• Analysis of Local Authority/Specialist Organisations reports which examine the experiences of children with disabilities• Disability Equality plan surveys of all members of the school community and users of school buildings.
Developing a voice for children, staff and parents/carers with disabilities	Tornedale is developing opportunities for children with disabilities, staff and parents/carers by: <ul style="list-style-type: none">• Including children and parents/carers in review meetings• Including children and parents/carers in school questionnaires• Class teachers discussing issues regularly with children (via PSHE and SEAL)• Having a cycle of agenda items at Governing Body

	meetings to discuss issues.
Encouraging participation in public life by people with disabilities	<p>Tornedale ensures that children with disabilities are encouraged to participate in:</p> <ul style="list-style-type: none"> • Collective worship • Performances • Sports activities • School/class trips <p>Children with disabilities are included fully in normal school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.</p>
Promoting positive attitudes towards people with disabilities	<p>Tornedale promotes positive attitudes towards people with disabilities by:</p> <ul style="list-style-type: none"> • Ensuring displays and resources reflect diversity • The curriculum positively promoting difference • Teachers taking into account SEN support plans when planning lessons • Use of outside agencies to support staff training • Using newsletters and web pages to promote policies.
Removing barriers to learning	<p>Tornedale removes barriers by:</p> <ul style="list-style-type: none"> • Not excluding children with disabilities from school trips unless a full risk assessment indicates that participation should not take place. • Having appropriate seating and desk support available where required • Operating a Teaching and learning policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children • Ensuring children with disabilities have access to extra curricular activities • Teachers adapting, where possible, resources and techniques to suit a wide range of learners • All children having equal access to resources. Provision is made for all abilities and specialised resources are available for children with SEN • Having strong links with external agencies, e.g. ASD team, Speech and language therapists • Using external advisers to support review meetings • Regular staff INSET on teaching children with additional needs.
Removing barriers to access	<p>Tornedale removes barriers by:</p> <ul style="list-style-type: none"> • Ensuring that all areas of the curriculum can be delivered from all classrooms • Providing a disabled toilet • There is a ramp leading down to the main entrance of the school, and stair lifts inside, enabling all parts of the school to be accessible.
Collecting disability data	<p>Tornedale currently collects the following disability data (qualitative and quantitative) for all children, including those</p>

	<p>with additional needs:</p> <ul style="list-style-type: none"> • Admission forms • The total number of children with disabilities • Home and contact details • Outcomes of lesson observations to ensure that there is a consistent process for monitoring all teaching <p>For children with additional needs:</p> <ul style="list-style-type: none"> • SEN support plan termly reviews and annual reviews • SEN register • Integration of children with disabilities including access to the curriculum <p>For staff:</p> <ul style="list-style-type: none"> • The total number of disabled staff <p>The above data is reported to the Governing Body.</p>
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The Governing Body

Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website and newsletters. The school and Governors consult with parents/carers through questionnaires.

These plans will be reviewed annually.