

# BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL



## DISABILITY EQUALITY SCHEME AND ACTION PLAN

*As an inclusive Christian school, our vision is to provide a safe, happy, loving and nurturing environment where individuals feel valued and are encouraged to fulfil their hopes and aspirations. Through an inspiring and enriched curriculum, pupils are given the best opportunities to flourish and develop their God given talents.*

*'Do everything in love' 1 Corinthians 16:14*

*Together Everyone Achieves More*

**Date Agreed:** December 2023  
**Date to be Reviewed:** December 2025

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## Disability Equality Scheme and Action Plan

The school is committed to ensuring equal treatment of all its children, 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 favorably in any procedures, practices and service delivery.

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 children 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. This scheme should be read in conjunction with our school Equality Policy.

### **Definition of Disability:**

The Disability Discrimination Act 2005 (DDA) 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 DDA 2005 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

### **General Duties:**

We will actively seek to:

- Promote equality of opportunity between people with disabilities and other persons. Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of people with disabilities that is related to their disabilities.
- Promote positive attitudes towards people with disabilities.
- Encourage participation by people with disabilities in our school and public life. It is also important to respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of the different disabilities that people have, even where that involves treating disabled persons more favourably than other persons.

This is also known as the Disability Equality Duty (DED) and applies to all children with disabilities, staff and those using services provided by Butterwick Primary school. In addition to the above general duty to promote Disability Equality, Butterwick Primary School has specific duties placed on it to:

- Appraise and update the Disability Equality Scheme every two years
- Report on progress annually

### **Specific Duty:**

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

<p><b>Involvement of people with disabilities in developing the scheme</b></p>	<p>Butterwick Primary School will consult with children with disabilities, staff and service users in the ongoing development of the Disability Equality Scheme by:</p> <ul style="list-style-type: none"> <li>• Additional Support Plans and Annual Reviews with SEND (Special Educational Needs and Disability) children/parents</li> <li>• Analysis of available school disability data</li> <li>• Meeting with parents at consultation evenings</li> <li>• Disability Equality scheme surveys of all members of the school community and users of school buildings.</li> </ul>
<p><b>Developing a voice for children, staff and parents/carers with disabilities</b></p>	<p>Butterwick Primary School is developing opportunities for children with disabilities, staff and parents/carers by:</p> <ul style="list-style-type: none"> <li>• Including children and parents/carers in review meetings</li> <li>• Including children and parents/carers in school questionnaires</li> <li>• Class teachers discussing issues regularly with children (via PHSE)</li> <li>• Use of the School Council</li> <li>• Having a cycle of agenda items at Governing Body meetings to discuss issues.</li> </ul>
<p><b>Encouraging participation in public life by people with disabilities</b></p>	<p>Butterwick Primary School ensures that children with disabilities are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> <li>• Collective Worship</li> <li>• Performances</li> <li>• Sports activities</li> <li>• School Council</li> <li>• Eco-Warriors</li> <li>• Anti-Bullying Ambassadors</li> <li>• Governing Body</li> <li>• Extra curricula-activities</li> </ul> <p>Children with disabilities are included fully in normal school life. However, as with all children, risk assessments may need to be undertaken to ensure the safety of all participants in any activity.</p>

<p><b>Eliminating harassment and bullying</b></p>	<p>Butterwick Primary School has a clear policy on anti-bullying (Dealing with conflict).</p>
<p><b>Promoting positive attitudes towards people with disabilities</b></p>	<p>Butterwick Primary School promotes positive attitudes towards people with disabilities by:</p> <ul style="list-style-type: none"> <li>• Ensuring displays and resources reflect diversity</li> <li>• The curriculum positively promoting difference</li> <li>• Teachers taking into account EHCPs and Additional Support Plans when planning lessons</li> <li>• Use of outside agencies to support staff training</li> <li>• Using newsletters and web pages to promote policies.</li> </ul>
<p><b>Removing barriers a) Learning</b></p>	<p>Butterwick Primary School removes barriers by:</p> <ul style="list-style-type: none"> <li>• Not excluding children with disabilities from school trips unless a full risk assessment indicates that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried out for chosen trip locations.</li> <li>• Having appropriate seating and desk support available to provide necessary back support where required.</li> <li>• Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children.</li> <li>• Ensuring children with disabilities have access to extra-curricular activities.</li> <li>• Should it become necessary, Braille signs for visually impaired children will be installed.</li> <li>• Should it become necessary, a sound loop for hearing impaired children will be installed.</li> <li>• Using coloured backgrounds on Interactive Whiteboards to aid children with dyslexic type difficulties.</li> <li>• Teachers adapting, where possible, resources and techniques to suit a wide range of learners.</li> <li>• All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN children.</li> <li>• Following SATs guidelines to ensure that children with disabilities have the same opportunities as their peers.</li> <li>• Having strong links with external partners e.g. Occupational Therapy, Physiotherapy, Physical Disability Outreach Behaviour Support Service, Social Service, Health Service, Speech and Language therapists, Specialist teachers.</li> <li>• Using external advisers to support Additional Support Plan and EHCP annual review meetings when needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Using external advisers to assist with planning of PSHE programme where appropriate</li> <li>• Regular staff INSET on teaching children with additional needs.</li> </ul>
<b>b) Access</b>	<ul style="list-style-type: none"> <li>• Ensuring that all areas of the curriculum can be delivered from all classrooms. There are disabled toilets available in the school.</li> <li>• There are ramps throughout school enabling access to all parts of the school.</li> </ul> <p>Parents are not permitted to park in the staff car park, however there is a facility for a disabled parking and drop off point outside the main office if there is an accessibility need.</p> <p>Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school.</p>
<b>Impact Assessment</b>	<ul style="list-style-type: none"> <li>• Butterwick Primary School undertakes Disability Equality Impact Assessments through two specific activities:</li> <li>• The school will use existing procedures for reviewing the impact of provision for children with disabilities e.g. Additional Support Plans/Annual Reviews, Year Reviews</li> <li>• External validation e.g. Parent/community surveys.</li> </ul>
<b>The Governing Body</b>	<p>Governors meetings will be held in locations that are accessible to people with disabilities when the need arises. Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website and newsletters.</p> <p>The School and Governors consult with parents/carers through questionnaires.</p>

<p><b>What disability data is currently collected</b></p>	<p>Butterwick Primary School currently collects the following disability data (qualitative and quantitative)</p> <ol style="list-style-type: none"> <li>1. For all children, including those with additional needs:- <ul style="list-style-type: none"> <li>• Admission forms</li> <li>• The total number of children with disabilities</li> <li>• Home and contact details</li> <li>• Outcomes of lesson observations in place to ensure that there is a consistent process for monitoring all teaching.</li> </ul> </li> <li>2. For children with additional needs:- <ul style="list-style-type: none"> <li>• Additional Support Plan Annual Reviews</li> <li>• SEN Register</li> <li>• Integration of children with disabilities including access to the curriculum.</li> </ul> </li> <li>3. For staff:- <ul style="list-style-type: none"> <li>• The total number of disabled staff</li> <li>• Number of appointments of disabled staff</li> </ul> </li> </ol>
<p><b>Reviewing and monitoring</b></p>	<p>The above data is reported to a number of bodies such as:</p> <ul style="list-style-type: none"> <li>• Governing Body</li> <li>• School Leadership Team</li> <li>• Local Authority.</li> </ul>