



## **PEWITHALL PRIMARY SCHOOL**

### **DISABILITY EQUALITY SCHEME 2022 - 2026**

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

#### **Disability Equality Duty Statement for Schools**

Schools have a responsibility to focus on improving opportunities and outcomes for children. This is mirrored and supported in the principles and vision of Halton's CYP Plan and we are committed to increase engagement and improve attainment of our pupils.

The following statement demonstrates the school's commitment to providing inclusive educational and non-educational services in a non-discriminatory manner for all members of our school's community.

#### **Rational**

At Pewithall School, we are committed to ensuring equality of education, opportunity and treatment for all employees, pupils and any other involved in the school community, with any form of disability. We aim to ensure that disabled people are not treated less favourably in any procedures, practices and service delivery, whilst also developing a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At this school, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This statement sits alongside Halton Borough Council's Inclusion Policy which aims to promote inclusive education by identifying and removing barriers to the "presence, participation and achievement" of all children, young people and adults and will be used in conjunction with the School's Accessibility Statement and Action Plan.

#### **The Disability Equality Duty (DED)**

##### **Definition of Disability**



## **The definition of 'disability' under the Equality Act 2010**

In the Act, a person has a disability if:

- ▲ they have a physical or mental impairment
- ▲ the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- ▲ 'substantial' means more than minor or trivial
- ▲ 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- ▲ 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

The DDA 2010 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 or her ability to carry out normal day-to-day activities.

## **The Duty**

The Equality Act 2010 places a general duty on schools, therefore the school will need to have due regard for the following guiding principles when carrying out our functions:

- To promote equality of opportunity between disabled and non disabled members of our school community.
- Eliminate any discrimination of disabled people within our school community.
- Eliminate harassment of disabled members of our school community.
- Promote positive attitudes towards disabled people within our school community.
- Encourage participation of disabled people in school life.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by the school.



The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long-term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

Pewithall Primary School will use the "Social Model of Disability" as the basis for its work to improve equality and to tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

For other definitions see the Disability Rights Commission website or the SEN Code of Practice.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. Halton LA and the school recognise that social, educational and behavioural difficulties are part of this definition.

### **The General Duty**

We will actively seek to:

- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons, such as not representing people in a demeaning way.
- Encourage participation by disabled persons in public life, it is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons. (DDA 2005 S.49A)

### **The Disability Equality Duty (DED)**

#### **Monitoring**

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following will be monitored:



- Achievement of pupils with disability.
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

The production of the Disability Equality Scheme will provide the school with a framework for integrating disability equality into all aspects of school life and will demonstrate how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for the school.

### **Meeting the Duty**

#### **Involvement of Disabled People in Developing the Scheme**

Disabled pupils, staff, parents and disabled members of the community who may use school facilities will be involved in developing the scheme. The school will take account of their views and make appropriate adjustments as necessary and appropriate.

The action plan with definitive timescales will detail how the school will involve disabled people in developing the action plan, monitoring how the school carries out its duties and monitoring the progress of the action plan. Through the use of some or all of the following:

- Focus groups – set up a Disability Access Forum to meet annually to discuss DES and Access Plan e.g. School Council, Head Teacher and Teaching Assistant.
- Questionnaires – devise a questionnaire for parents/carers to inform the DES.

The school records will show all pupils with SEN and/or a disability and any actions taken to involve pupils and the outcomes that have been achieved e.g. results of questionnaires, feedback from individual pupils and parents/carers etc.

The school recognises the range of barriers and discrimination faced by pupils with a disability and that we will have to do that bit extra to tackle these. We will need to keep including pupils, by asking them what they want on an ongoing basis. Pupil voice is an important part of the school ethos and culture.

#### **Developing a voice for disabled pupils, staff and parents/carers**

When providing newsletters and information for parents and carers, the school will make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the



information. Additionally, events for parents and carers such as open evenings, meeting with teachers, will be held in accessible parts of the building as far as possible, given the layout of the school.

The school will continue to include pupils and parents/carers in review meetings, transition planning etc. We will continue to encourage disabled pupils, staff and parents/carers to participate in the public life of the school, through their involvement in the development and monitoring of the scheme, the action plan, involvement in the School Council and PTA.

### **The Governing Body**

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. If a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

The school will continue to ensure people are aware of how the governing body contributes to the life of the school and how the governing body consults with parents/carers, as well as encouraging disabled parents/adults to become governors.

### **Removing Barriers**

The school will continue to work towards making the school more accessible as referred to in the School Disability Access Plan, in terms of physical access, the curriculum and information (communications). Staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students. The school has already installed ramps to help access and a disabled toilet.

### **Disability in the Curriculum, including teaching and learning**

The school will continue to promote positive attitudes towards disabled persons. This means not representing people in a demeaning way. We will through the behaviour of staff and sensitive use of resources including visits, visitors and displays and books, promote positive role models and avoid



stereotypes. Work within PSHCE and other curriculum will reinforce these messages.

### **Eliminating harassment and bullying**

The school bullying policy and other policies will be updated to make it clear how discrimination, bullying, harassment of disabled children and adults will be dealt with.

### **Reasonable Adjustments**

We will continue to take steps to ensure that pupils with disabilities are able to participate in activities, school plays or school trips. The school continually assesses factors such as whether pupils are able to participate in all aspects of school life and how well pupils are achieving socially and academically. The school currently includes disabled pupils as a matter of course in school life, including appropriate access arrangements for tests. A pupil with ADAH has participated fully in school life including educational visits.

### **Contractors and Procurement**

The school will use contractors who meet the duty by employing disabled people as laid down by Halton LA. Training will be made available to contracted staff who regularly work in the school on disability awareness. They will be made aware of disability issues, including harassment and bullying, particularly if in contact with pupils and other staff. The school will follow Halton LA's lead in this respect.

### **Information, Performance and Evidence**

This falls into four broad areas:

- Information to be collected – who is disabled within the school community? How are they achieving?
- It will be collected through – inclusion meetings, annual data monitoring, forums, questionnaires, meetings.
- It will be analysed through – use of prior data, comparisons with main school population achievement, review meetings and comparison with national data.
- Once the data has been analysed – we will use it to amend teaching and learning where appropriate, amend Action Plan points, policies and make recommendations to change the culture within the school.

We will gather information about the performance of the school on disability equality under the following headings:



**Pupil achievement** – the Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long-term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities. Information will be collated on pupils based on the duty through inclusion meetings and their achievement will be monitored.

**Learning opportunities** – will include alternative curriculum arrangements where applicable. Target setting for pupils with learning difficulties will include measures of small step progress.

**Admission, Transitions, Exclusion** – the School Admission Policy states that pupils with disabilities will not be treated less favourably than those without. The school will monitor the admission of pupils with disabilities.

**Employing, promoting and training disabled staff** – the school is committed to ensuring equal treatment of all its prospective employees and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

### **Impact Assessment**

Arrangements for assessing the impact of policies, procedures, functions and practices of the school on disability equality and improving these when necessary will be made explicit in the Action Plan. This will include feedback from pupils with a disability and also their parents and/or carers. Some outcomes may be obvious, such as the increase in participation of pupils with a disability in out of school activities. However, others may at first not appear noticeable. For example, allowing pupils with ASD 'quiet time' during breaks and lunch may have a long-term impact on behaviour and anxiety, which would not be apparent immediately. However we will continue to develop methods for assessing this type of impact.

### **Involvement and Consultation**

In order to ensure that action is taken to meet the Disability Equality Duty, Pewithall School has drawn up an Action Plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This Action Plan will be shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples outlined below:



- Promoting equality of opportunity between disabled people and other people.
- Increase awareness of the ways in which parents of disabled young people can help to support their learning, for example through workshops
- Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Register.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
- Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders, which is already part of the schools Bullying Policy.
- Promoting positive attitudes towards disabled people.
- Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, displays and learning materials.
- Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
- Allow access for staff and pupils from Special Schools and disabled adults to raise awareness about disability by talking to pupils in the school.
- Encouraging participation in public life by disabled people.
- Ensure that disabled pupils are represented and encouraged to participate in assemblies, plays, events and be represented on the School Council if they so wish.

### **Monitoring and Reporting**

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the Action Plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the Action Plan will be revised.

An Annual Report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the Action Plan for effectiveness. This report will be circulated to the Head Teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.





### Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the School Council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays, discussions and assemblies?
- Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Policy reviewed: April 2022  
Policy minuted: June 2022  
Date to be reviewed: June 2023

Signed: *D.P. Baugh* Headteacher  
Date:

Signed: *J. Panton* Chair of Governors  
Date:

**PEWITHALL PRIMARY SCHOOL**

**DES ACTION PLAN – 4 YEARS 2022 – 2026**

<b>Issue to be addressed</b>	<b>Action to be taken (Multiple actions could be required for each issue)</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>Resources</b>	<b>How will the impact be monitored and Success Criteria</b>
Involvement of people with disabilities in developing the scheme	<ul style="list-style-type: none"> <li>Set up a Working Party for pupils (including the School Council), staff and other adults involved in the school and wider community.</li> <li>Inclusion Register identifies all pupils with disabilities in the school. Updated termly through Inclusion Meetings.</li> </ul>	Head  SENCO		Meetings  Non contact for SENCO	Minutes from meetings.  Inclusion meetings to update data about disable pupils.
Developing a voice for pupils, staff and parents/carers with disabilities	<ul style="list-style-type: none"> <li>Devise a questionnaire about DES for pupils and parents.</li> <li>Link with Chesnut Lodge/ Brookfields and SENDCo for support.</li> </ul>	HT/Working Party HT & SENCO		MS Forms	Results of questionnaires used to measure impact. Plans agreed for long and short term projects in place.
The Governing Body	<ul style="list-style-type: none"> <li>Actively encourage parents or community members to stand for election to the Governing Body.</li> </ul>	HT / Chair of Governors		N/A	Procedures in place for election of Parent Governors who have disabilities

Issue to be addressed	Action to be taken (Multiple actions could be required for each issue)	Person Responsible	Start Date	Resources	How will the impact be monitored and Success Criteria
Removing Barriers	<ul style="list-style-type: none"> <li>• Make the school more accessible (See School Access Plan 2022-2023)</li> <li>• Create a male toilet so that the disabled toilet can be used solely for that purpose.</li> <li>• Positively portray disability in books, displays, class discussions and assemblies.</li> <li>• Ensure information is available to pupils, staff and visitors in formats that are accessible.</li> </ul>	<p>HT / Governors</p> <p>HT / Governors All staff</p> <p>HT / Business Manager</p>		<p>See Access Plan</p> <p>Apply for funding approx. £8,000 TBA after audit.</p> <p>TBA</p>	<p>Improved accessibility in and around school</p> <p>Monitor books, displays etc. Wide range of disability portrayed / stereotypes challenged.</p> <p>Questionnaires to Key Stakeholders and School Community.</p>
Disability in the curriculum including Teaching and Learning	<ul style="list-style-type: none"> <li>• Encourage positive attitudes in each area of learning.</li> <li>• Develop specific activities for use in PSHE &amp; My Happy Mind, FS, KS1 and KS2.</li> <li>• Create a positive climate for learning – displays around school</li> </ul>	<p>HT / all staff</p> <p>SENCO</p> <p>HT all staff</p>		<p>N/A</p> <p>Non-contact for SENCO</p> <p>£250 for resources</p>	<p>Monitor through lesson observations and Circle Time.</p> <p>Resources in PSHE and SEALS further reflect disability issues – pupil self assessment</p> <p>Displays reflect a range of disabilities</p>

Issue to be addressed	Action to be taken (Multiple actions could be required for each issue)	Person Responsible	Start Date	Resources	How will the impact be monitored and Success Criteria
Eliminating Harassment and Bullying	<ul style="list-style-type: none"> <li>Update School Policy</li> <li>Introduce Peer Mentoring</li> <li>Use of Play Leaders.</li> </ul>	SENCO		Non-contact for INCO SENCO  SENCO	Monitor bullying incidents. Elimination of bullying in relation to disability Increase in peer mentors over period of time. Survey pupils. More focused dinner time activities.
Reasonable adjustments	<ul style="list-style-type: none"> <li>Ensure access to all areas of the curriculum, extra curricular activities, day/residential visits.</li> </ul>	Head		TBA	All activities monitored through registers, lists and surveys.
Community use of school	<ul style="list-style-type: none"> <li>Improved disabled toilet access by improving storage facilities.</li> </ul>	HT / Staff			Improved access to disabled toilet.
Contractors and Procurement	<ul style="list-style-type: none"> <li>The school will use contractors who meet the duty as agreed by HBC.</li> <li>Training will be made available for contracted staff who regularly work in the school, if this is considered necessary / appropriate.</li> </ul>	HT  AHT – Liaise with HBC / Chesnut Lodge		N/A	Guidelines from HBC adhered to.  Monitor success of training through evaluation forms and work of contracted staff.

Issue to be addressed	Action to be taken (Multiple actions could be required for each issue)	Person Responsible	Start Date	Resources	How will the impact be monitored and Success Criteria
Information, Performance and Evidence.	<ul style="list-style-type: none"> <li>• Pupils to be identified, data collated each term and discussed at Inclusion Meetings.</li> <li>• Monitor access to curriculum opportunities for pupils with disabilities.</li> <li>• Monitor exclusion data for disability bias (if applicable).</li> <li>• Further encourage social relationships through links with Special school especially Chesnut Lodge as a Learning Partner.</li> <li>• SENDCO attend regular review meetings with the LA.</li> </ul>	<p>SENCO</p> <p>SENCO</p> <p>HT</p> <p>HT /SENCO</p> <p>SENCO</p>		<p>Non-contact for INCO.</p> <p>Staff Meetings</p> <p>N/A</p> <p>TBA</p>	<p>Pupils underachieving identified and intervention put into place. Successes celebrated. Success measured through discussion with pupils, parents and staff.</p> <p>Annual monitoring of Exclusion data to expose trends. Issues addressed. Photographic evidence and short reports based on shared projects.</p> <p>Minutes of meetings.</p>
Impact Assessment	<ul style="list-style-type: none"> <li>• Obtain regular feedback from pupils with a disability and parents.</li> <li>• Analysis of school club registers to monitor participation.</li> <li>• Agree timetable for adapting key policies to include reference to Disability Equality.</li> <li>• Introduce PASS (Pupil Attitudes to Self and School) to identify further issues for pupils with disabilities.</li> </ul>	<p>SENCO</p> <p>SENCO &amp; Head</p> <p>HT / Governors</p> <p>Head / INCO</p>		<p>Non-contact for INCO</p> <p>Non-contact for INCO</p> <p>Governors' and Staff Meetings</p> <p>TBA</p>	<p>Analyse Data and amend Action Plan.</p> <p>Measure against baseline data. Increase in participation. Policies adapted to include Disability Equality. Monitor at each review.</p> <p>Analyse data and use to effect positive change to the School Community</p>