



As the roots spread so the tree grows

Alwyn Infant School

Disability Equality Scheme

July 2011 - July 2014

Introduction

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

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

This scheme outlines how our school promotes equality of opportunity for disabled people and our plans for the future. It builds upon our equal opportunities and special educational needs policies and incorporates our accessibility plan July 2011 - July 2014.

Duties in Part 4 of the DDA require the governing body 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."*

The School Access Plan demonstrates how we ensure access to education for all disabled pupils.

Definition of Disabled

The DDA defines a disabled person as someone who has:

"a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

Definition of terms (as described in the DDA):

- *'physical impairment' includes sensory impairments;*
- *'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;*
- *'substantial' means 'more than minor trivial'; and*
- *'long-term' is defined as 12 months or more.*

Our Vision and Values

At Alwyn we believe school should be a place where each child has every opportunity to succeed. Our vision and values are reflected in our mission statement;

Together we build the future;

- Do our best
- Respect everyone
- Learn and grow together
- Share, care and value each other
- Look after ourselves
- Take pride in our school
- Celebrate our achievements and successes
- Enjoy challenge
- Have fun!

Involvement of disabled pupils, staff and parents.

At Alwyn we believe it is important to listen to the views of all the children, staff and parents at our school. The following strategies are currently in place to ensure that this happens;

- When applying for a school place and when offered a school place parents/carers are asked to inform the local authority and the school if their child has special educational needs/disability.
- Parents/carers and children are involved in the formulation of an individual education plan, if one is required.
- We operate an open door policy which encourages parents/carers to talk to staff about any concerns they have regarding their child's education, at the earliest opportunity.
- We have regular pupil progress consultations with each parent/carer.
- Alwyn has a school council with representatives from each class, to allow the children's view on school life to be heard.
- Regular questionnaires are sent to all parents/carers regarding all aspects of school life.
- Prospective parent tours.

Information Gathered

At Alwyn we identify children with disabilities from a number of sources;

- admission data
- classroom observation
- referrals from outside agencies

During the recruitment process, information is gathered regarding disability, in accordance with RBWM recruitment and selection of staff procedures.

Use of Information Gathered.

All information gathered as outlined above is used to inform the following;

- Long and short term planning
- Pupil progress
- Provision mapping
- Action plan (as detailed below)
- Work with outside agencies

Impact Assessment

All our policies are monitored regularly by the Governing Body. As part of the review process, each policy is assessed to ensure that they promote equality of opportunity in all areas and for all children.

Publication

Our disability equality scheme was agreed by the Governing Body on **Tuesday 28th June 2011** and a copy is available upon request.

Reporting and review

This scheme will be reviewed every three years, and the next review will be Summer Term 2014.

A report will be provided to the Governing Body, annually in the Summer Term, by the SEN Governor, on the progress being made in all aspects of the scheme.