

**Garforth Green Lane School  
DISABILITY EQUALITY  
SCHEME.**

**Completed February 2008 by  
Ann Kurth.**

We understand that we have a General Duty to promote Disability Equality in our school and want to improve the following six areas.

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person **more favourably** than other people.

The duties apply to disabled pupils, staff, parents and members of the public who may use our school's facilities. Implementing this Duty to Promote Disability Equality can draw on existing good practice in making reasonable adjustments and school accessibility plans.

## **Garforth Green Lane Disability Equality Scheme**

### **Introduction**

Garforth Green Lane Primary School welcomes its general responsibilities under Part 5 of the Disability Discrimination Act (Disability Equality Duty) to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act (DDA);

- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This Scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

### School Ethos, Vision & Values

At Green Lane School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils. 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 ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment. This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. Our school vision statement is 'We care, we share, we dare to dream, and that we are 'kind and considerate to one another'.

## Definition of Disability

The Disability Discrimination Act 1995 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”

- A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- Substantial means more than minor or trivial.
- Long-term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person’s life.
- Normal day-to-day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift, carry or otherwise move everyday objects; speech; hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment.

Some people are automatically deemed to have a disability covered by the Act – those with HIV, cancer, MS and severe disfigurements.

*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.*

### **How disabled people have been involved in the Scheme**

Green Lane School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:-

- A questionnaire has been sent to all groups of people who use our premises. (These include:- Art Group, St Mary's Youth Theatre, Taikwondo class, War Hammer Club, Rainbows Group, Brownies, Garforth Villa and Rangers football clubs, After school coaches and the 'Electoral register' group once a year.)
- The feed back from the questionnaires and informal discussions with people who use our school is that they have no concerns about the schools provision.

#### **Disabled pupils:**

*We have identified our disabled pupils and have at present 7 children with physical difficulties, 7 children with learning difficulties which include cognitive processing, dyslexia and dyspraxia, 12 children with lower levels of autistic tendencies, including communication, interaction and sensory difficulties and 7 children with health conditions. (2 children have statements, 20 children with 'Action' plan and 9 children who are on 'School Action Plus'.*

*We have organised social events for disabled children to ensure that we listen to their views in informal settings.*

*We have achieved the Inclusion Chartermark. To achieve this children across the school were questioned. Children felt that we are an inclusive school and all children were welcomed into the school and could access all areas of schooling and had support when necessary. When questioning pupils and parents the overall view was that the school was very inclusive to all. Parent and pupil questionnaires go home and generally all pupils could access all areas and enjoyed school. Issues can be raised in the following:-*

- *School council*
- *The SENCO asks for the child's opinion of their schooling in review meetings.*
- *There is a 'worry box' in the junior building where children can post their concerns.*
- *Green Lane has a 'buddy system', and a friendship stand where children needing a friend at playtime can stand and playtime buddies from KS2 come and look after and talk to them.*
- *Children with medical difficulties have medical plans.*
- *The SENCO liaises closely with medical professionals.*
- *We are an inclusive school and all pupils are treated equally and are given the support and provision to allow them to access all areas of the curriculum and after school arrangements.*

*We had no issues raised by our pupils for attention.*

### **Disabled staff:**

*We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. There were no Key issues identified by our staff.*

**Disabled parents/carers:**

*We have given all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs.*

*We have discussed the comments that parents sent in response to the questionnaire.*

*Key issues identified by our disabled parents/carers were:*

- *Paths around school are too narrow.*
- *Lighting is poor in the school entrance.*
- *There is a lack of tactile paving near the car parks.*
- *A parent with a hearing disability said she found she struggles to hear at presentations. We have informed the parent that we have a portable induction loop available in school and have informed all parents of this information.*
- *One response was that the parent said that she wasn't made to feel she has a disability.*
- *One parent suggested that we might look at the curriculum to help raise disability awareness.*

**Disabled members of the local community:**

\* A questionnaire has been sent to all groups of people who use our premises *asking them to identify any barriers and suggest reasonable adjustments.* (These include:- Art Group, St Mary's Youth Theatre, Taikwondo class, War Hammer Club, Rainbows Group, Brownies, Garforth Villa and Rangers football clubs, After school coaches and the 'Electoral register' group once a year.)

*There were no issues for concern identified by members of the local.*

### **Recruitment, development and retention of disabled employees**

- When recruiting new staff, information about a disability is recorded in the personal management system.
- Application forms for jobs within school do ask the applicant to state any disability they might have.

### **Educational opportunities available to and the achievements of, disabled pupils.**

- There are target setting arrangements for pupils with learning difficulties, SEN pupils and those with long term medical needs. Targets are set for all; there are high levels of expectation for all pupils.
- Provision is intensive for children with speech and behaviour problems; there is additional support for children in literacy, numeracy, handwriting and fine motor skills.
- There is regular monitoring of vulnerable groups and their achievement academically, physically and socially.
- Monitoring takes place at staff meetings on a regular basis to review provision for all disabled children and to ensure their needs are being met in accordance with the Disability Equality policy.
- When a child moves to another school, teachers liaise carefully with the next teacher and a report is sent back to Green Lane about how well the child has transferred.

### **Disabled parents, carers and other users of the school**

- We have no system of collecting information about disabled parents, but hope that our friendly approach to parents at Green Lane will encourage them to share such information with us if they feel the school needs to know.
- We will now continue to review what parents and members of the public have to say about our provision for disabled people.

### **How we will assess the impact of our policies**

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.

*The Governing body through the Policy committee reviews all policies on a rolling programme. Those policies such as Equality are reviewed more regularly than subject policies and the Disability Equity Plan would be reviewed by this body every two years.*

### **Our Action Plan**

We are in the process of addressing provision for pupils, staff, parents and members of our community with disabilities, to ensure that we fulfill our general and specific duties under the Disability Equality Duty, these include:-

- We have provided an adult disabled toilet.
- Corridor handrails were installed inside and outside of school to enable access to the playground.
- The provision of large computer screens for those with poor vision.
- Writing wedges have been provided for children with poor motor skills.
- A disabled care facility is planned for a child entering school.
- Hoist provided in a soft play area for a child who requires physical assistance to enable physiotherapy to take place.
- Ramps are to be put in place to front entrances of school.

- Doors are to be widened and lobbies made in school where necessary for motorized wheelchair accessibility.
- Resources are to be extended for those with poor vision, for example, **.Newsletters made available in large font.**
- Provision will be increased for children with poor motor skills, for example, wobble boards, special cushions.
- To make the school Hearing loop more accessible to parents /visitors in need of this facility
- To make parents aware of the provision available in school for Disabled people at Induction meetings and to ask for any parent or carer who felt they needed further support or help to make this known to school staff where this would be discussed in a confidential manner and action taken wherever possible to facilitate this.
- We are addressing the issues raised by two parents that paths around school are too narrow and that lighting is poor in the school entrance.
- We will review our three year action plan, which identifies targets and areas where improvements are needed to meet the Duty;

Our existing accessibility plan outlines the steps we are taking to improve:

- curriculum access
- provision of information to disabled pupils
- physical access

We have now incorporated this plan into our overall Disability Equality Scheme action plan.

## **Reporting**

We will report annually about the progress we make on promoting equality of opportunity for disabled people and the impact of our actions. Our annual report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

We will ensure that disabled people are involved in this process.

## **Reviewing and revising the Scheme**

Our scheme will be reviewed and revised after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.

***Review Date*** February, 2011

**Senior Member of Staff Responsible:** - Ann Kurth

**Designated Member of Staff:** Ann Kurth

**Governor Responsible**\_\_\_\_\_



.....SCHOOL DISABILITY EQUALITY SCHEME ACTION PLAN

<b>Target</b>	<b>Action Needed</b>	<b>Person(s) Responsible</b>	<b>Timescale</b>	<b>Available Resources</b>	<b>Outcome (with success criteria where appropriate)</b>	<b>Arrangements for Monitoring &amp; Evaluation</b>

