

## **Disability Equality Scheme including Access Policy and Plan**

Birkwood Primary School will not treat disabled pupils less favourably and the school will make reasonable adjustments for disabled pupils. (See Access Plan)

### **Definition of Disability**

A physical or mental impairment with an adverse effect on the person's ability to carry out day-to-day activities.

The school will promote disability equality by carrying out the general duties of:

- eliminating discrimination and harassment related to disability;
- promoting equality of opportunity between disabled people and other people;
- promoting positive attitudes towards disabled people;
- encouraging participation of disabled people;
- taking steps to take account of disabled peoples' disability.

At Birkwood 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. We will not discriminate in terms of admissions and exclusions, in fact in all aspects of 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 ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

The school will involve disabled people in the development of a disability scheme which will be monitored and reported on.

### **How disabled people will be involved in the scheme?**

Birkwood School recognises the importance of involving disabled people in the development of our Disability Equality Scheme. We will involve disabled people in the following ways in order to identify priorities and barriers:

- By organising meetings
- By actively engaging with pupils and parents/carers
- Through PSHE lessons and informal conversations
- Through formal and informal meetings with staff

When the views, barriers and priorities of disabled pupils, disabled staff, disabled parents/carers and other disabled members of the local community have been collected and identified, actions will be sanctioned as part of our Action Plan.

Information gathering will be an ongoing process through a range of sources in order to identify the actions we need to promote disability equality.

We recognise that our policies and practices may impact on disabled people particularly in terms of recruitment, development and retention of disabled employees as well as the educational opportunities available to them and the level of achievement. As part of the recruitment process we collect information on disability to add to our data base on existing staff. This is to identify needs and put in place any actions required.

Through information supplied by parents/carers and other external agencies we identify pupils with disabilities. The school is able to monitor the progress of these pupils through accurate tracking systems. The school is proactive in creating opportunities for pupils to feel comfortable in raising issues or difficulties they may have as a result of their disability.

As an integral part of the school procedures the school will collect information on:

- Enjoyment levels of different activities
- Levels of behaviour/anxiety
- Areas of the curriculum which present particular challenges
- Areas of the curriculum that have impeded access
- Aspirations
- Transition between schools
- Access to school trips
- Involvement in After School Clubs
- Exclusion figures
- Social interactions between disabled and non-disabled pupils

We will be proactive in making contact with parents so that they are able to share information about their own disabilities. This will help us communicate more effectively with them and allow us to support children in school who are acting as carers at home.

All information will be confidential and only shared on a need to know basis.

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

Policies will be reviewed as part of an ongoing cycle by the Governing Body. The School Access Plan will be monitored by the Leadership team and revised every 3 years. The impact of actions will be reviewed as part of the monitoring and evaluation process in the Action Plan.

Our Disability Action Plan ensures that we fulfill our general and specific duties under the Disability Equality Duty. Our Accessibility Policy and Plan is incorporated into our Disability Equality Scheme. The priorities for the Action Plan are based on the collection of views as well as an audit of existing practice.

**Reporting**

We will report annually to Governors and other stakeholders about the progress we are making on promoting equality of opportunity for disabled people as well as the impact of the actions. This will include information gathered through the year and how it has been used. We will ensure that disabled people are involved in the process.

**Links to other policies**

Equal Opportunities Policy

Teaching and Learning Policy

Recruitment Policy

Agreed Chair of Governors \_\_\_\_\_

Date \_\_\_\_\_