

<p>Disability Equality Scheme School name: Brookhurst Primary School 2009-2010</p>
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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This Scheme sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school.

1. Starting points

1A: Vision and Values: Brookhurst Primary School's Disability Equality Scheme

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

1B: Information from data and analysis of need

The Disability Discrimination Act 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.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'substantial'* means *'more than minor or trivial'*. *'Long-term'* means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Attainment on entry to Brookhurst Primary School shows a broad spread of ability, but is average overall. Less than 1% of pupils have a Statement of Special Educational Needs.

Staff at the school have undertaken the following training:

"Creating a Communication Friendly Environment",

"First Aid and training on Epipens"

"Taking Care: Protective Behaviours", Oct 06 (whole staff)

School trips are planned on the basis that all pupils are included.

Using RAISEonline and lesson observations by senior staff, we track and analyse the achievement of all our pupils.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria.

2. Starting points

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The school is committed to incorporating "Quality First Teaching" principles into all lesson planning.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services

Ensure that new build meets the requirement of this disability act

2C: Improving the delivery to disabled people of information that is provided in writing for people who are not disabled

All school information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information.

3. Making it happen

3A: Management, coordination and implementation

This Scheme will be reviewed annually by the HT and chair of PPC. A report updating the Governing Body will be presented annually during the Spring Term to inform budget planning for the new financial year. The update will include specific evidence of impact over the preceding twelve month period.

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision)
- SEN Self-evaluation Form
- SIDP;
- Asset Management Plan;

3B: Getting hold of the Scheme

The Scheme is available in the following ways:

- A copy can be requested from the School Office or alternatively we can email it to you;