



# Parwich Primary School

## Disability Equality Scheme and Accessibility Action Plan

Review every three years

### Introduction

At Parwich Primary School we are committed to ensuring equal treatment of all our pupils, parents/carers, employees and any others involved in the school community, who may have any form of disability. We will ensure that disabled young people and adults are not treated less favourably in any procedures, practices or service delivery.

Our school will not tolerate harassment of young people or adults with any form of impairment; this also includes pupils who are carers of disabled family members or parents.

This scheme should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Child friendly Anti-Bullying Policy
- Behaviour Policy, Education Visits Policy
- Special Educational Needs Policy (DSEN)
- Equality Policy
- Redundancy and Restructure Policy and Procedures
- Redundancy and Restructure Policy Advice and Guidance

### Reasonable Adjustments

The Disability Discrimination Act (DDA) requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information, and access to the school environment and facilities as non-disabled pupils and users.

In planning developments to deliver this intention, the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Disability Equality Scheme Action Plan (Appendix 1); however, reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents.

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- In the classroom
- In the school curriculum
- At all times and in all parts of the building

And when

- Disabled persons feel part of the life of the school
- Disabled persons are included by their peers in all parts of school life
- Parents of disabled students feel their child is part of the life of the school
- Staff feel confident in working with disabled pupils

### Legal requirements/role of Governing Body

Under the DDA governing bodies are required to:

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

This scheme and the accompanying action plans set out how the governing body of Parwich Primary School will promote equality of opportunity for young people and adults.

In addition, the DDA require the governing body 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

These are the core areas covered by our Disability Equality Scheme Action Plan (Appendix 1) which outlines how the Governing Body intends to further increase access to education for disabled pupils which is incorporated in this scheme.

### **What do we understand by “disability”?**

At Parwich Primary School we promote disability equality and prepare all our young people for life in a diverse society. We use the term ‘disabled’ to refer to 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

We do not interchange the term disabled with the phrase special educational needs although we appreciate that many pupils with Special Educational Needs will also have disabilities.

We use the DDA definition of impairment to include hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- ‘Physical impairment’ which includes sensory impairment
- ‘Mental impairment’ which includes learning difficulties and an impairment resulting from or consisting of a mental illness

We believe that an impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil’s ability to carry out normal day-to-day activities that has to be considered.

In relation to normal day-to-day activity the test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

The core value of Parwich Primary School in relation to disability is to actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- Promote positive attitudes towards disabled persons –this means not representing people in a demeaning way, and it also means not pretending they don’t exist and not representing Parwich Primary School at all.
- Eliminate discrimination that is unlawful under the act
- Eliminate harassment of disabled persons that is related to their disabilities
- 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

## **Gathering Information**

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. At Parwich Primary School, the following information is monitored:

- How many disabled children in school/what impairment groups represented
- How you collect information on disability of new pupils as part of admissions e.g. 'does your child have any learning difficulty, medical need or disability'
- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability) staff who have rights under the DDA
- Attendance at extra-curricular activities
- Involvement in educational visits including the residential visit
- Incident logs
- Participation in Collective Worship and School Council
- Participation in class/positions of responsibility in class/school
- Any feedback from surveys/questionnaires
- Attendance
- Exclusions

## **Meeting the six duties**

At Parwich Primary School we aim to meet the requirements of the 6 duties through promoting equality of opportunity by:

- Awareness raising and staff training
- Ensuring all policies reflect the school's commitment to equal opportunities for the disabled
- Reviewing, adjusting and measuring impact of policies
- Raising expectations
- Improving communication
- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops
- Ensuring that the talents of disabled pupils are represented accordingly

## **Eliminating discrimination**

The school is committed to ensuring equal opportunities for all children, employees and users of school services and all school policies and procedures are based on this commitment.

## **Eliminating bullying and harassment**

- By raising awareness amongst staff and pupils of disability-related harassment
- Understanding the nature and prevalence of bullying and harassment
- By recognising and addressing bullying and harassment
- By involving pupils themselves in combating bullying
- By reviewing school anti-bullying policy and procedures
- By ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed
- The use of PHSE materials, Positive Play and Nurture Groups
- If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.

The school's Anti-Bullying Policies are regularly monitored and reviewed. The latest policies are available on the school's web site or directly from the school office.

## **Promoting positive attitudes**

- By staff modelling respectful attitudes to disabled pupils, staff and parents
- By challenging negativity
- By ensuring representation of disabled people in senior positions in the school
- Through the curriculum

- Through positive images in school books and other materials
- Ensure that disability is represented in posters, collages, displays and learning materials
- Celebrate and highlight key events such as the Paralympics, deaf awareness week etc.
- Inviting disabled members of the community/organisations to talk to children.

#### **Encouraging participation in public life**

- Where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles
- Use of positive images of disabled people participating
- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council

#### **Taking steps to meet disabled people's needs, even if this requires more favourable treatment**

- Additional coaching or training for disabled pupils, staff or parents
- Special facilities for disabled pupils at breaks and lunchtimes
- A policy of interviewing all disabled applicants who meet the minimum requirements for a job

#### **Monitoring and reporting**

The Disability Equality Scheme Action Plan will be reviewed every three years by the Governing Body in consultation with stakeholders.

The views of those pupils (and their parents) affected by the policy will be sought during IEP reviews and via other means if the pupil does not have an IEP.

The school will use the information gathered to update and amend the policy, setting new targets in the accessibility strategy to further the aims of the school in this area.

At the end of the three year cycle the Disability Equality Scheme will be reviewed and a new scheme agreed and implemented.

A copy of the school's Disability Equality Scheme and Action Plan will be made available on the school's website.

## DISABILITY EQUALITY SCHEME AND ACCESSIBILITY ACTION PLAN

### Parwich Primary School: Action Plan 2026 – 2029

Increasing the extent to which disabled pupils can participate in the school curriculum by assessing and monitoring provision.

<b>Task</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Monitoring</b>	<b>Outcomes</b>
Promoting equality	PHSE Assemblies/Lessons  Log of Incidents  Review of School Policies	All Staff   All Staff and Governors	Termly   Ongoing	Incident logs: In School/Playground, Racial  Headteacher and Governors  Policies reviewed regularly	Children, staff, governors and visitors are aware of how they are involved in the promotion of equality in this school   Robust policies which are reviewed regularly
Safety and accessibility in and around school	Annual Landlords visit   Health and Safety Policy and associated guidance	Headteacher and School Business Manager   All Staff and governors	Annually   Ongoing	Headteacher and Governors   Health and Safety Policy and associated guidance	School is a safe place for all pupils, staff, governors and visitors   Everyone has access to all areas of the school, the curriculum and extra-curricular activities
Buildings and refurbishment work	Any building works or refurbishment plans should take accessibility into account	Headteacher and School Business Manager	Ongoing	Headteacher and Governors	Improved accessibility
Promote Anti-Bullying	Child friendly Anti-Bullying Policy to be reviewed by School Council	School Council	Annually	Governors	Monitoring and reviewing of the child friendly Anti-Bullying policy
Employment of staff	Interviewing of all disabled applicants who meet the minimum requirements for a job	Headteacher and Governors	Ongoing	Headteacher and Governors	Promote equality of opportunity for disabled applicants, during the recruitment process in school