



Molescroft Primary School Disability Equality Scheme

December 2007

Molescroft Primary School welcomes its general responsibilities under the new 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;
- 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 sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

2 School Ethos, Vision & Values

At Molescroft Primary 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. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

3. 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'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if 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 and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.



4. How Disabled People have been Involved in the Scheme

Molescroft Primary 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:

Disabled pupils:

We ensure the views of all children at Molescroft Primary School, including those with disabilities, are heard, listened to and where appropriate, acted upon. Children take part in class and school council sessions where they express views clearly and openly – issues can be raised anonymously. Children meet with the head teacher over lunch in small groups to discuss their views about life at school, and children with IEPs take part in a twice yearly personal review meeting with a teacher or teaching assistant, to discuss their own points of view about their progress and their enjoyment of school.

Disabled staff:

We have asked all staff to identify any barriers that they face whilst working at the school, and are currently compiling the views of the staff.

Disabled parents/carers:

Parents and carers are welcomed openly into school, and encouraged to express their views to class teachers, senior management or the head teacher.

We have also invited all parents who feel they have an interest in the area of disability to contribute to our action plan by attending an informal meeting to discuss the issues they feel need addressing.

Disabled members of the local community:

We have devised a questionnaire to give to all groups which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments.

We will compile the results of this questionnaire, and will write any issues into our action plan.

All the views of children, staff, parents and other users of the premises have been listened to and used in drawing up our action plan. Any issues raised by these groups have been considered for use in our action plan.



5. How we have gathered information on the effect of our policies and practices on disabled people.

We recognise that our policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- on the educational opportunities available to and the achievements of disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:

Pupil Achievement:

The progress of all children is thoroughly monitored. The progress of Children on the Special Needs register is monitored in terms of their expected progress. At present the achievement of children with disabilities other than learning difficulties is not specifically monitored, this is addressed in the action plan.

Learning Opportunities:

We ensure that all learning opportunities are made available to all children, no matter what their ability. If a child cannot participate in a certain activity because of a disability, a suitable alternative will be provided, covering the same learning objective.

Admissions, Transitions, Exclusions:

Molescroft School has excellent relationships with other local educational settings, including pre school settings, and local secondary schools. We liaise with pre school settings to ensure smooth transition for all children, including those with disabilities. During transition to secondary school, meetings with future teachers / heads of year are held to discuss the needs of individual pupils.

Social Relationships:

The school motto: Everybody Cares, Everybody Learns, Everybody Matters, sums up the ethos created by the staff and children at Molescroft. Social relationships between all groups of children are discussed in PSHCE lessons and some children with specific needs in building relationships attend Friends Group, where they engage in activities planned to enable them to improve their social and friendship skills.

Employing, Promoting and Training Disabled Staff:

The staff at Molescroft represent the local and wider community well. We are introducing a process of monitoring the promotion and training of disabled staff, by linking the identification of staff with disabilities on the school database with our performance management process.



6. 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. The school's DIEDRE (Diversity, Internationalism, Environment, Disability, Race and Equality) committee will review all policies in relation to the impact they might have on pupils with a disability. This process will be carried out by reviewing one policy at each DIEDRE meeting.

7. Our Action Plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality 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.

8. Reporting

We will report annually about the progress we make on promoting equality of opportunity for disabled people. This report will form part of our Standards Report to Governors. 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.

9. Revisiting 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: October 2010

Senior Member of Staff Responsible: Matthew Britton (Inclusion Co-ordinator)

Designated Member of Staff _____

Governor Responsible _____