



Disability Equality Scheme (DES)

Written / reviewed by	R Swaby
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Mission Statement

'A Family Committed to Making a Difference'

Rationale

The DES Policy and Accessibility Plan are drawn up in compliance with current legislation and requirements, relative to the Equality Act 2010. Both documents should be read in conjunction with one another.

The Disability Discrimination Act (DDA) defines a person with a disability 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 impairments includes sensory impairment, learning disability, dyslexia, dyspraxia, autism, speech and language impairments, attention deficit and hyperactivity disorder, diabetes, epilepsy and cancer, where the effect of the pupil's ability to carry out normal day to day activities is adverse, substantial and long term.

Substantial means more than minor or trivial. Long term means has lasted or is likely to last more than twelve months. Normal day to day activity is determined by the affect of the impairment on mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects, speech, hearing, or eyesight, memory or ability to concentrate, learn or understand, and the perception of risk of physical danger.

The Governing Board has had three key duties towards disabled pupils:

- 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 duty requires schools to produce an Accessibility Plan that identifies the action school intends to take over a three-year period to increase access for those with a disability in three key areas, which is published and evaluated annually.

The three areas are:

- Increasing the extent to which disabled pupils are able to participate in the school **curriculum**.
- Improving the **environment** of the school to increase the extent to which disabled pupils are able to 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.

Friezland's DES should be read in conjunction with the following school policies, strategies and documents:

- Positive Behaviour & Anti-bullying Policy
- Curriculum Subject Policies
- PEEP – Personal Emergency Evacuation Plan
- Health & Safety Policy
- School Development Plan (SDP)

- Special Educational Needs Policy
- Teaching and Learning Policy
- Accessibility Plan
- Equalities Policy

At Friezland, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, social, sensory, spiritual, emotional or cultural needs.

The aim of the head teacher, governing board and school community is to ensure all aspects of school life are accessible to everyone. Additional needs of children, staff and visitors to the school are taken into account in all planning and the provision of facilities and resources to ensure good educational outcomes.

School policies relating to inclusion, special educational needs, the administration of medication, management of personal care and toileting, moving and handling, school visits and managing behaviour have been differentiated to consider the necessary responses for children and young people who are within the remit of the SEN and Disability Discrimination Act.

All policies linked to SEND are reviewed annually. Pupils with Special Educational Needs and those with disabilities take a full and active part in all aspects of school life. All pupils make good progress and contribute to all whole school activities such as class and school assemblies, school productions and participate in educational visits.

Appendix 1 gives real examples of how Friezland has made 'reasonable adjustments' in order to support pupil inclusion.

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

At Friezland, all pupils with a disability can access the curriculum through differentiated tasks, to suit their needs. The adaptation of teaching style to match pupil learning, ensures all pupils are catered for appropriately through Quality First teaching and effective differentiation.

Measures and adaptations include:

- Writing sloping boards
- Disc 'o' Sit or Move 'n' Sit cushions
- Coloured overlays or coloured paper and work books
- Pupil Care Plans
- PEEPS
- Access to IT

Improving the physical environment of the school

At Friezland, we have made adjustments to the physical environment of the school to ensure disabled pupils are able to take advantage of education and associated services.

Measures and adaptations include:

- Low hand rails
- All access toilet
- Use of ramps for access
- Use of signage
- Blinds are fitted to windows in all classrooms to avoid glare.

- The playground and school field provide a safe play area for children.
- Regular Health and Safety checks in school.

Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled

We make reasonable adjustments to written information for pupils, parents and visitors with disabilities, such as handouts, worksheets, letters, etc. This information is made available in the preferred format within a reasonable timeframe.

Measures and adaptations include:

- Paper / electronic copies available in a range of colours / fonts / languages as required
- Home-School Communication books
- Range of communication methods offered (phone, in-person, virtual meetings etc)
- IT access support

Families are integral to the ongoing evaluation of intervention through regular termly and statutory annual reviews. This in turn informs further developments.

Friezland Primary School's Disability Equality Scheme and Accessibility Plan is available on the school website and can be e-mailed to families on request.

Preventing Discrimination

In accordance with the SEN and Disability Act 2001 and the Disability Discrimination Act 1995, Friezland Primary School makes every effort not to discriminate against any pupil attending the school. Access for all pupils to the curriculum, social activities and the school environment, remove barriers to discrimination for those pupils with disabilities. Even when pupils are unable to access the normal curriculum, or social activities, alternatives are developed so that these pupils do not feel excluded. We work in partnership with families to ensure the best outcomes for every individual.

Support is timetabled to meet the needs and disabilities of pupils and a practical approach given to the learning environment accommodating their needs.

The school also operates in accordance with the Disability Discrimination Act 1995 and the schools Equal Opportunity policy when recruiting staff, so as not to discriminate against the employment of adults with disabilities.

Preventing Harassment

Friezland Primary School makes every effort to eliminate harassment of any member of the school community. The school recognises that pupils with disabilities may be more vulnerable to harassment and bullying from their peers. Pastoral support in the school is provided to all children by all staff. The pastoral systems within the school operate procedures to deal with incidents of harassment and bullying, in accordance with the schools Positive Behaviour and Anti-Bullying Policy, Equality policy and Safeguarding & Child Protection policy. All incidents of harassment and bullying are treated seriously and the recipient is supported fully. Measures are instigated to prevent further occurrences of this kind of behaviour. Support is also offered to the student(s) instigating harassment and bullying. Harassment by staff, either directed towards pupils or other members of staff, is treated very seriously and will be investigated in accordance with the school disciplinary procedures and Staff Code of Conduct.

Promoting Positive Attitudes towards Disabilities

The promotion of a positive attitude towards people with disabilities is central to the school’s inclusive ethos. Wherever possible the school promotes this attitude to all its stakeholders. All pupils with disabilities are members of a class and share lessons with non-disabled pupils. This inclusive ethos not only enhances the school experience for the disabled pupil, but also helps challenge discrimination and prejudice towards those pupils from their peers, creating a community that is caring and respectful towards all its members.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

Data Audit for the DES Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil data	Name D.O.B. SEND	Support inclusion Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Data is deleted / shredded as necessary	Held on File throughout a child’s time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

The Measurement of Impact of the Policy

Policies and practices will be evaluated and monitored for their impact on pupils, staff, parents and carers from the different groups that make up our school. This policy will be reviewed every three years or sooner if legislation / school assessment systems change.

Appendix 1

Reasonable adjustment Examples

Friezland Primary School is committed to providing an appropriate and high-quality education which gives our pupils the opportunity to realise their full potential and achieve success. We believe that all children, including those identified as having Special Educational Needs and / or Disability (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. At Friezland, **every teacher** is a teacher of SEND.

The following are real examples of reasonable adjustments made to support the progress and well-being of individual pupils at Friezland Primary School. The list is not exhaustive and all adjustments are in collaboration with our pastoral universal offer. Adjustments are always made in agreement with the child and their family with 'Pupil Voice' given high priority:

Pupil (Anon)	SEND / Medical Need	Reasonable adjustment made
A	Sensory	Small changes to uniform policy made for PE kit.
B	SMEH ASD	Flexible start /end of day.
C	HI	Sound system installed in school for use of all staff.
D	Dyspraxia	Chair / desk height changed. Cushions which encourage appropriate seating position. Sloped writing boards.
E	ASD	Flexi-school approach for half day each week in order to reduce risk of persistent absenteeism and maintain engagement with learning.
F	ASD Severe burns meaning long-term absence from school	Additional swimming lessons with another class in order to ensure pupil could swim at appropriate level. This was also something the pupil enjoyed and was used as a motivation tool.
G	Erb's Palsy Cerebral Palsy	Cutlery / plates / trays adapted in order to ensure inclusion at lunchtimes. Alternative footwear permitted.
H	Diabetes	Snack times altered in order to ensure inclusion with peers during break / lunch times.
I	ASD	Lunch time arrangements- early / late lunch accommodated when noise levels are lower.
J	Irlen's Syndrome	Coloured glasses, overlays and adapted resources and exercise books using most suitable coloured paper
K	Anxiety	Meet & Greet system introduced with named adult.