

**CULLODEN PRIMARY SCHOOL**  
**DISABILITY EQUALITY SCHEME**

**REISSUED: FEBRUARY 2013**

**1. Scope**

1.1. This sets out how Culloden Primary School (CPS) (a glossary of terms and abbreviations is at Annex A) addresses issues presented by disability. It should be read in conjunction with the school's Special Educational Needs policy.

1.2. Disability is defined in the Equality Act 2010 as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. People with cancer, HIV or multiple sclerosis are covered from the point of diagnosis.

1.3. The CPS scheme goes beyond the Equality Act definition, in taking account of:

- Certain conditions which, when properly managed, do not have a material adverse effect (eg allergies, many cases of diabetes);
- Conditions which have a substantial, but not a long-term, adverse effect (eg broken limbs, glue ear).

1.4. Pupils with disability may or may not have SEND statements. All those with SEND statements will have disability for the purposes of this document.

1.5. The scheme covers pupils and employees of the school. It takes account of the needs of pupils with a parent (or carer: henceforward, "parent" includes "carer" as appropriate) with a disability. Where some other person involved with the school has a disability and the school is made aware of it, the school will make reasonable adjustments to address that person's involvement with the school.

**2. Context**

2.1. CPS is built, equipped and staffed to provide for up to 26 pupils with hearing impairment. These resources including the management structure are known as the Deaf Support Base (DSB).

**3. Aims and Approach**

3.1. The aims of the school in this area are (1) to fulfil all its legal obligations (discussed at Annex B); (2) to ensure equal treatment, in respect of disability as of other factors, of all its employees, pupils and any others involved in or from the school community.

3.2. The approach of the school is (1) to be as proactive as practicable in identifying instances of disability; (2) to make all reasonable adjustments to prevent someone with a disability suffering a substantial disadvantage compared with people who do not have that disability.

3.3. This is done primarily by (1) focussing on the needs of the individual at the moment they become a pupil or employee; (2) reviewing those needs and the measures to address them, as an integral part of the school's activity, either by appraisal of pupil progress or by risk assessment of novel activities. There are

aspects of provision for disability which are additional to mainstream processes, namely the Safeguarding Statement (10.1), the Access Plan (12), the employment of deaf adults as role models (13.3), and certain aspects of Special Educational Needs provision.

3.4. Other aspects of avoiding disability discrimination (eg recruitment) are dealt with in section 13.

#### **4. Vision and values**

4.1. The school's vision statement, 'Changing lives through excellence and inclusion' drives all aspects of the school's work, coupled with our three core values: community; high expectations and independent learning. This policy is written within this context – with disability equality issues integrated with our work to include everyone in the pursuit of excellence. We want our pupils and staff to be free from harm, fear and prejudice. Our school values the individuality of all our pupils and staff. We are committed to giving all our pupils and staff every opportunity to achieve the highest standards and reach their full potential.

4.2. We actively encourage every pupil and member of staff to have a positive self-image and a sense of belonging. We expect pupils and staff to treat others with respect and fairness.

4.3. We consider how our work affects all pupils and adults and take action to address any discrimination or adverse impact. We identify areas where we can make a positive impact on promoting equal treatment and good relations irrespective of disability.

4.4. We aim to reflect our values across all areas of school activity, including the way in which our school is staffed and in career development, in admissions, attendance, behaviour, discipline and exclusion, in our curriculum and teaching, in our learning and physical environment and in our relationships with parents and the wider community.

#### **5. Pupil disability**

##### ***Identifying instances of disability***

5.1. When a pupil enters the school, arrangements are made to capture all relevant information, not confined to, but including any disability (as defined in 1.2 and 1.3 above). The arrangements vary, depending in particular on whether the pupil is already known to local pre-school services or is transferring from another school in the UK. Standard information is collected by administrative staff using a proforma. A home visit is made for normal age entrants, again capturing information on a proforma. Where practicable, information is gathered from other sources eg the relevant Children's Centre for entrants to the nursery, or the exporting school for school-to-school transfers. For entrants at the standard ages, all this is done before the child arrives at CPS. Soon after arrival, the class teacher (and DSB teacher in the case of a deaf pupil) will have an informal discussion with the pupil and their parents. For those entering at non-standard ages and especially when there is a lack of information from the previous school, the class teacher will observe the new pupil closely in the first weeks.

5.2. Any relevant disability is recorded in the pupil's hard copy "Pupil File", and on the school's SIMS information system.

5.3. If a parent suffers any substantial and long-term disability which is relevant to the pupil's education, the aim is to identify, record and take account of this. Particular attention is given to instances of parental deafness.

5.4. Disabilities may be noticed, or arise, after the pupil has entered the school. As soon as the school becomes aware of a disability, the relevant information is gathered and the process at 5.5 onwards initiated.

#### ***Deciding the management regime***

5.5. All instances of disability are discussed with the pupil and parents during the induction process, and an interim agreement arrived at on what action the school should take to mitigate any adverse effect on the pupil's education (the management regime (MR)).

5.6. An MR may involve an adjustment, ie a deliberate change in practice or facilities to prevent the person with a disability suffering a substantial disadvantage compared with people who do not have that disability. It may involve only informing the relevant people of the person's condition and confirming they know how to deal with it.

5.7. The interim management regime is sent to the SEND Manager or the DSB Manager in the case of deaf pupils (henceforward, "SEND Manager" includes "DSB Manager" as appropriate), who identifies where further information needs to be obtained or specialist knowledge and advice sought, and endorses or amends the proposed MR. Appropriate medical staff are involved where the disability is to do with medical requirements. Any necessary budgetary authority for adjustments is given by the assistant headteacher (AHT) Inclusion or executive headteacher (EHT).

5.8. Most adjustments fall within the school's standard practice of differentiation. For example, the script for an assembly is sent to "signers" 1½ weeks before the assembly.

5.9. Liaison with outside agencies may be managed by the SEND Manager, or by the AHT Inclusion or the AHT Foundation Stage for that age group.

#### ***Recording and communicating the MR***

5.10. The MR is recorded in the pupil's Independent Education Plan (IEP) and Review Form for pupils with SEND statements or School Action (SA) or School Action Plus (SA+). The DSB has its own IEP and Review proforma. Where the disability is to do with medical requirements, the MR is recorded in a Care Plan. These documents are not placed on SIMS.

5.11. The MR identifies those staff (who may include catering staff and contractors eg coach drivers) who need to know the MR. The pupil's class teacher informs those staff of the MR.

5.12. What is to be said to fellow pupils about the disability and the MR is agreed between the SEND Manager and the class teacher, and is recorded in the MR.

#### ***Implementing the MR***

5.13. The pupil's class teacher is responsible for implementing the MR. Where the MR involves an adjustment beyond the control of the class teacher, they agree the arrangements for delivering it with the AHT Inclusion.

5.14. The MR may involve staff training eg to administer insulin.

5.15. CPS is aiming to move, where appropriate, beyond advice focussed on the individual pupil to standard good practice which provides suitably for disabilities.

### ***Review and amendment of the MR***

5.16. The MR is reviewed, and may be amended, (1) when specialist knowledge and advice has been sought as at 5.7; (2) when the pupil, their parents or any member of staff involved with the pupil suggests that the disability is not being managed satisfactorily or could be managed better, or that the severity of the disability has materially altered, or that a new disability has arisen; (3) when the MR identifies a break point of any sort (eg review, attainment of a given result); (4) at the annual interview with the pupil and their parents, and the annual review of SEND statements.

5.17. Any material amendment of the MR is done in consultation with the pupil and their parents.

5.18. Where relevant, CPS aims to feedback the school's experience with particular disabilities to outside agencies involved with that form of disability.

## **6. Appraisal**

6.1. Appraisal of pupil progress is integral to the running of the school. Where a pupil with a disability has made less progress than is expected of otherwise similar pupils without disability, consideration is given to whether change to the MR for the pupil in question would contribute to remedial action. Where a pupil not known to have a disability has made less progress than is expected, consideration is given to whether there is a previously unidentified disability.

6.2. The class teacher performs a "self-appraisal" prior to the twice-yearly parents/carers consultations. The AHT Inclusion performs an appraisal as part of the Disability Annual Plan process described in 12.

6.3. Twice a year, the SEND Manager discusses with the class teacher every pupil on SA or SA+ or with an SEN statement, and any other pupil "causing concern".

## **7. Novel activities, school visits and activities in the community**

7.1. Whenever any novel activity, or any activity involving pupils going outside the school, is being planned, a risk assessment is done (see the school's Health & Safety policy). This takes account of any disabilities experienced by the pupils and staff involved, with the aim of making adjustments to enable them to participate.

7.2. The risk assessment, including measures taken to mitigate risks and enable those with disabilities to participate, is recorded.

## **8. Pupil transitions**

8.1. When the teacher responsible for a class of pupils changes, the previous teacher and the new teacher meet to review each pupil, to consider all relevant aspects of the individual, including but not confined to disability. In the case of pupils with SEND statements or SA+ the SEND Manager meets the new teacher.

### ***Leaving the school***

8.2. When a pupil leaves the school, when the new school is known, the SEND Manager will send the relevant records to the school. Otherwise, the parents will be provided with a description of the disability and the MR, and advised to pass it to the school to which the pupil is going. On secondary transfer the secondary Special

Educational Needs Co-ordinator will be invited to the Year 6 Annual Review for a pupil with a statement of SEND. Where appropriate the pupil, their parents and CPS staff visit the new school where information is shared. For pupils without a statement, information is shared through the pupil's Pupil File and contact with managers in the receiving school.

8.3. Where practicable, a similar transfer plan will be followed for other transfers.

## **9. Staff disability**

9.1. A similar procedure applies to staff, with the line manager of the staff member in the role of class teacher and without reference to parents.

## **10. Safeguarding Statement**

10.1. The AHT Inclusion compiles a list of the disabilities found in the whole school including the Deaf Support Base. This is posted on the MLE, and updated every two weeks.

## **11. Resources and management structure**

11.1. The management structure specific to disability is the AHT Inclusion, the Deaf Support Base including the DSB Manager and the SEND Manager.

11.2. Funding for the DSB is calculated by reference to the number of pupil places in the DSB: this goes into the school's general resources. Funding is allocated to pupils with SEND statements depending on the level of statement: it is required to be spent on that pupil only.

## **12. Access Plan**

12.1. Each year the AHT Inclusion assembles

“Lessons learnt” from disabilities overlooked or misdiagnosed or misprescribed during the course of the year;

The current Safeguarding Statement (cf 10) and risk assessments (cf 7);

The current year's Access Plan and progress against it;

The list of adjustments, not implemented for budgetary or other practical reasons;

Any other relevant input;

and, in consultation with the DSB and SEND Manager, draws up a list of actions - the Access Plan - to be accomplished in the following year to enable the school to better address its responsibilities for pupil and staff disability. This examination and resulting list of actions considers access to the curriculum, to the physical environment and to information. The list is submitted to the EHT as input to the annual planning/budgeting process. The implementation of the Access Plan as agreed in the annual planning/budgeting process is overseen by the AHT Inclusion.

## **13. Other aspects of disability equality**

### ***The social model of disability***

13.1. The “social model” of disability takes the view that it is the constructs within our society that create barriers that limit people with disabilities, that it is not the people themselves who create the limitations and therefore it is the responsibility of society to remove the barriers.

13.2. The school recognises the need to identify barriers constructed within our society that limit people with disabilities, and to remove those barriers so far as reasonably practicable.

***Employing, promoting and training disabled staff***

13.3. The school advertises vacancies in line with the LBTH protocol regarding equality. The school employs deaf adults as role models for the deaf pupils. All staff are entitled to apply for promotion when vacancies arise and if they meet the selection criteria. All continued professional development is available to all staff and is identified through the performance management system, through classroom observations and through the planning of inset days. Qualified BSL interpreters are provided for deaf adults during inset training days, for any procedural meetings, and for any others that deaf adults request eg planning meetings.

***Attitudes in the local community***

13.4. The experience of the school is that attitudes to disability in its community have changed, towards those embodied in this document. Staff are sensitive to issues of disability prejudice.

**14. Responsibility for this document**

14.1. This document was prepared by the AHT Inclusion and the Governor with a special interest in this area, in consultation with the DSB and the then SEND Managers. It was endorsed by the EHT, considered by the Curriculum Committee and ratified by the Governing Body.

14.2. Questions of interpretation are to be referred to the AHT Inclusion.

**15. Records**

15.1. The records maintained by the school for the purposes of managing disability are (1) the individual's "hard file" personal record and data on SIMS; (2) the Safeguarding Statement; (3) risk assessments (4) the Access Plan.

## Glossary

<i>Term or abbreviation</i>	<i>Explanation</i>
Adjustment	A deliberate change in practice or facilities designed to prevent a person with a disability suffering a substantial disadvantage compared with people who do not have that disability. The Equality Act 2010 requires the school to make “all reasonable adjustments”
AHT	Assistant headteacher
BSL	British Sign Language
CPS	Culloden Primary School
DES	Disability Equality Scheme, as required under the Disability Equality Duty
DSB	Deaf Support Base
EHT	Executive headteacher
LBTH	London Borough of Tower Hamlets
MR	Management regime
MLE	Managed Learning Environment (an IT system)
Management regime	The agreed action to be taken by the school to mitigate any adverse effect of a disability on a pupil’s education
SA (and SA+)	School Action (and School Action+): special educational needs of less severity than justifying a formal SEND Statement
SEND	Special Educational Needs & Disability involving a formal statement

## **The Disability Equality Duty**

The central legal obligation in this area is the Disability Equality Duty.

### ***An outline of the duty***

B.1 There is a general duty which applies to all public authorities, plus additional specific duties to support the majority of public authorities in achieving the outcomes required by the general duty.

B.2 The basic requirement for a public authority when carrying out their functions is to have due regard to do the following:

- (a) Promote equality of opportunity between disabled people and other people
- (b) Eliminate discrimination that is unlawful under the Equality Act 2010
- (c) Eliminate harassment of disabled people that is related to their disability
- (d) Promote positive attitudes towards disabled people
- (e) Encourage participation by disabled people in public life
- (f) Take steps to meet disabled people's needs, even if this requires more favourable treatment.

B.3 'Due regard' means that authorities should give due weight to the need to promote disability equality in proportion to its relevance.

B.4 (a), (b) and (f) at B.2 above are addressed by the DES described at sections 2 to 6 in the main document. (c) is addressed by the school's behaviour policy. (d) is addressed by the school's vision and values. (e) is addressed by 9 in the main document.

B.5 The specific duties can be summarised as a duty to produce a Disability Equality Scheme as at B.6.

### ***The Disability Equality Scheme and Action Plan***

B.6 The essential elements that the Disability Equality Scheme must include are:

- (a) A statement of how disabled people have been involved in developing the scheme
- (b) The Action Plan
- (c) Arrangements for gathering information about performance of the school on disability equality
- (d) Arrangements for assessing the impact of the activities of the school on disability equality and improving these when necessary
- (e) Details of how the school is going to use the information gathered, in particular in reviewing the effectiveness of its Action Plan and preparing subsequent schemes.

B.7 (a) at B.6 above, the statement of how people with disabilities have been involved in developing the scheme, is represented by the procedures at section 4 in the main document. (b) above, the Action Plan in the terms of the Disability Equality Duty, is

represented by all the school's procedures as at sections 4 to 11, not just the Access Plan. (c) is represented by section 5. (d) and (e) are represented by sections 5 and 11.

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