

Donnington Primary School
Disability Equality Scheme 2013 – 2016 (March 2013)

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Mission Statement

Our mission is to provide all our children with high standards of teaching, learning and playing environments, so that each child can develop to his or her greatest potential and be prepared to move forward in study, work and play for their future success.

At Donnington 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. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

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Foster good relations between people who share a protected characteristic and people who do not share it.

Our school is committed to equality both as an employer and a service provider.

About our School.

The school capacity is 240 children. This includes a 30 place part time. At October 2012 there were 236 children on roll. 126 are boys (53%)

We have 35 staff members, 72% are recorded as from Ethnic Minority backgrounds and 31% have English as an additional language. There are no recorded disabilities.

74 children are registered for FSM / 35%. .

EAL at October 12 – 67%. That is the same as October 2011 - 67% (72% in 10/11)
We have 30 languages recorded in the school, including English.

Listed are the main languages recorded with the percentage at Oct 2012 (and the % at Oct 11 in brackets)

- - Somali 17% (20 %), Arabic 8% (9%), Punjabi 6% (5%), Urdu 5 % (6%),
- These languages are all less than 5% of the main school. The ones listed were reported last year; – so 8 or fewer children - French 2% (5%), Portuguese 3% (4%), Gujarati 2% (3%), Tigrini 2% (3%), Farsi/Persian 2% (3%) -Portuguese is 3%, Polish is 2% all others are 3 ch or fewer
- English is the first language of 33% of the main school children.

SEN for children in the main school is 17 %

- 3 statements (1.2%),
- School Action - SA 8%,
- School Action Plus - SA+ 8%

DPS Ethnicity Profile

White British: 16 children (7%)

A/C 26 children (11%)

White British/ Mixed: 11 (5%)

A/C/ Mixed other than British: 5 (2%)

European/Mixed: 10 (4%)

Mixed Other: 6 (2.5%)

Mixed (all): 33 (14%)

Black Somali: 46 (20%)

Black African (Other): 14 (6%)

Black African (all): 60 (26%)

White European: 14 (6%)

Pakistani: 27 (11.5%)

Indian: 9 (4%)

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Iraqi: 7 (3%)	Bangladeshi: 4 (2%)
Afghan: 5 (2%)	Turkish: 4 (2%)
Moroccan/Algerian: 6 (2.5%)	
Brazilian: 6 (2.5%)	Other: 16 (7%)

Looked after children We consider children who are looked after because they are at greater risk of underachieving due to their personal circumstances. We would want to provide necessary support for these children to fulfil their potential. The school currently has no Looked After Children on roll.

Other vulnerable groups We consider other vulnerable children such as those on the child protection register as they are likely to underachieve due to their experiences and we would wish to provide support to enable them to fulfil their potential.

Gender identity or reassignment and sexual orientation

- We do not collect data on the sexual orientation of our pupils.
- We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.
- As a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils.
- We recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?

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- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
 - Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
 - Are procedures for the election of parent governors open to candidates and voters who are disabled?
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The Duty

This scheme replaces the previous three set of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate unfair discrimination, harassment, victimisation and any other
- conduct that is prohibited by or under this Act.
- advance equality of opportunity between persons who share a relevant
- protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing
- compliance with the public sector equality duty (PSED) set out in clause
- 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives
- that further the aims of the equality duty..

Monitoring

To meet the Disability Equality Duty, aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following will be monitored:

- **Achievement of pupils by disability/additional educational needs**

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- **Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)**

The Disability Equality Duty (DED)

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Election of parent governors

The election of parent governors is now covered by the Equality Act (2010) and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Involvement and consultation

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It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Donnington Primary School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Consultation with disabled pupils / staff / parents to determine their priorities for the school with regards to disability equality over the next three years via:

- Questionnaires to parents and staff
- Focus group to meet and survey the school in order to make it disability friendly
- Follow up meetings of focus group
- Feedback slips
- Drop-in sessions

The educational opportunities and achievements of disabled pupils will be monitored in the same way as all our pupils; through monitoring by class teachers, SENCo, pupil termly tracking, test results and teacher assessments, IEPs and other outcomes.

Personal information on all pupils is requested on admission to school from parents/carers and this includes health problems and treatment, language difficulties etc. Medical lists and SEN registers are kept up to date and information is obtained from previous schools. All records are kept confidential.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Donnington has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section.

Good practice at present

- **Promoting equality of opportunity between disabled people and other people.**

Donnington Primary School actively encourages all pupils to have access to all areas of the curriculum and participate in trips and events. The school ensures through its health and safety procedures that staff plan well in advance, ensure that risk assessments are done and that relevant medical and dietary information is obtained to ensure that all pupils will get most benefit from the trip. Medical advice is sought and training is given, if required. Parents are not expected to accompany disabled pupils on trips in most instances as this limits the child's independence and also the value of the trip itself. If special training has been given to staff, the school will obtain written permission from the parent regarding activities permitted and any medical treatment that can be accessed.

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Some pupils may have a TA to help in the classroom environment and the support will be relevant to the needs of the pupils. This is monitored by the SENCo and through discussion with the teaching staff involved. Outside agencies are sometimes involved in the discussions and additional training may be required and arranged. Through recruitment, disabled applicants are encouraged to attend interview if they meet the minimum criteria and are assessed at interview in the same manner as other applicants. If a disabled person were given the position, the school or employee can contact Access to Work for assistance if required.

- **Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.**

Donnington Primary has an ethos which encourages respect for each other, a caring attitude to one another and the development of community spirit within the school. A motto we have is ‘see something, say something’ as integral to our Behaviour and Anti-Bullying policies

These policies run across the school year and their principles are clearly explained to the children regularly each term. All behaviour and disciplinary issues are logged and followed up. If issues arise due to disability, relevant pupils will be spoken to about their behaviour, an apology sought, discipline given and education about the incident will take place. If incidents arise due to a medical condition of a pupil, relevant advice will be sought also.

Records are kept regarding all incidents which take place within school; eg harassment, racial, verbal, physical.

- **Promoting positive attitudes towards disabled people.**

At Donnington, positive attitudes to disability, race, culture and ability are always encouraged. Staff model respectful attitudes to all pupils, staff and parents. Our staff represent different races, cultures and disabilities within positions of responsibility and disabled people are not thought of as ‘different’ although they may require systems to assist in their full participation of school life. These systems are put in place to enable this to happen and to ensure that they have as much independence as possible.

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- **Encouraging participation in public life by disabled people.**

Pupils, staff and parents are encouraged to participate in all aspects of school life and are encouraged to participate in trips and excursions. The school tries to encourage advanced notice of participation in trips, especially residential trips to ensure all health and safety measures can be put in place to ensure all students and staff have a successful trip.

- **Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.**

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Donnington takes reasonable steps to ensure the needs of all people in the school are taken into account, and this may require instances where there may be more favourable treatment in the attempt to comply with the act. The school will ensure that the scheme will include these ‘more favourable’ considerations into school policies and procedures.

The school will always endeavour to meet the particular needs of any staff, parents or children with disabilities; for example reserve seats at the front of performances for people with a visual or hearing impairment.

Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual meeting will be held by the focus group to assess the progress of the Disability Equality Scheme and assess the implementation of the action plan for effectiveness. The findings will be used to improve the Disability Equality Scheme and feed into future practice.

Equality Objectives for 2013 - 2016

1. *To continue to promote religious and cultural understanding through the curriculum and special events.*
2. *To ensure the more able pupils are challenged to enable them to reach their potential particularly in Mathematics*
3. *Develop systems to collect views of parents/carers and disabled children specific to Disability*

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