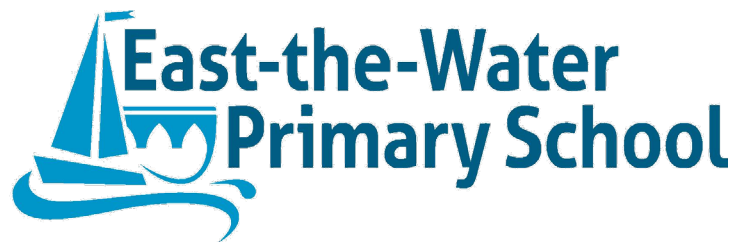


# **East-the-Water Primary School**



## **Disability Equality Scheme** (including Accessibility Plan)

**January 2025**

**Approved by Governors on 25<sup>th</sup> March 2025**  
**Next review of Disability Equality Scheme December 2027**  
**(in line with the Accessibility Plan)**

## **Introduction**

Duties under the DDA (Disability and Discrimination) Act 2005 require the governing body to produce a Disability Equality Scheme (DES) for East-the-Water Primary School.

Progress of this scheme and Accessibility Plan was reviewed in December 2024. Staff and parents, have worked together to set further actions for the next 3 years.

At East-the-Water Primary School, a considerable amount of good work has already been undertaken in promoting equality of opportunity for pupils and adults with a disability and eliminating discrimination. In light of the changes to the law through the Equality Act 2010 (which replaced all previous equalities legislation into a Single Act), this Disability Equality Scheme will continue to set out how the governing body will promote equality of opportunity for people with a disability – one of the protected characteristics of the new Equality Act. An action plan will accompany this scheme and will sit alongside our published Equality Objectives in line with the Equality Act 2010.

Duties under the old DDA Act 1995 require the governing body to:

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

This scheme and the accompanying action plan set out how the governing body will promote equality of opportunity for disabled people.

The definition of Disability (from the Equality Act 2010) is:

*A person is disabled if he/she has a mental or physical impairment which has a substantial and long- term adverse effect on their ability to carry out day-to-day activities.*

Duties in Equalities Act 2010 require the governing body to plan 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.

In addition to this, our commitment to inclusion recognises that we need to increase access in these 3 ways to the wider school community, not just pupils.

## **The purpose and direction of the school's scheme**

At East-the-Water Primary School we are committed to establishing equality for all students, their parents, staff and other users of the school and endeavour to ensure that all are treated fairly in any procedures, practices and service delivery. As a school, the Equalities Act 2010 requires us to have due regard to the following duties in all that we do to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

## **The Involvement of Disabled Children and Young People, Staff and Parents**

In preparing this and previous schemes, disabled people have been involved in some of the following ways:

- Invited to fill out a questionnaire to support making an Accessibility Plan
- Parental questionnaires on entry that allow them to disclose their own disability (if they wish), as well as that of their child/ren. Outcomes from these questionnaires are then analysed to identify ways forward to support the disability (NB questionnaires previously agreed with parents)
- Pupil Profiles/My Plans are also used to identify specific issues relating to a child or young person's disability
- If required, disabled staff have regular meetings with their line manager to discuss how the school can best enable them to work
- As part of the induction process for new members of staff, disability awareness will be raised.

We do not presume that the views held by the parents of a disabled pupil are shared by that child and therefore always seek to gain the views of both parent and child.

When seeking the views of disabled people, we use their preferred means of communication.

## **Gathering Information**

Disabled pupils, parents and staff are identified through the school's induction procedures. (Data protection legislation will be observed in sharing this information). We explain to all why this information about disability is needed.

The information about disabled staff and pupils will be identified and used by the Pupil Data Administrator and Bursar to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees (so that for example , appropriate risk assessments are put in place)
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils (so that for example, health care plans are in place on entry)

The information about disabled parents and community users will be identified and used by the Pupil Data Administrator and Bursar to assess:

- the effect of our policies and practices on the involvement of parents in their child's education (so that for example, support for homework is given to them from the class teacher)
- the effect of our policies and practices on the involvement of disabled users in community activities. (so that reasonable adjustments can be made)

The Pupil Data Administrator and Bursar will pass on information to the relevant person if action needs to be taken (Headteacher or SENDCo).

### **Disabled children and young people**

Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for disabled learners to take positions of responsibility
- satisfaction and enjoyment levels across a range of school activities
- aspirations and ambitions for the future
- successful transition into the next stages of education, training or employment
- access to school trips
- involvement in after school clubs and activities
- attainment and achievement of disabled learners
- exclusion rates of disabled learners
- admissions of disabled learners

### **Disabled Parents**

Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them
- ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, the school will make alternative arrangements
- give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production
- give disabled parents preferential parking rights
- ensure the needs of young carers are met

### **The Governing Body**

Governing Body minutes are accessible and language is kept as clear as possible. When a position for a parent governor becomes available, all parents are invited to stand and statutory procedures for elections are held. The literature makes it clear that we welcome applications from any parent who wish to stand. In addition, each governor is given induction from the Chair of Governors and has the opportunity to discuss any issues at this time.

## **School Facility Lettings Use by the Community**

It is important that community users have full access to appropriate areas of the school wherever possible and hirers/users are asked to discuss their requirements with school staff when booking premises (through the lettings form).

## **Contractors and Procurement**

Preview & review meetings are held so that the opportunity to discuss needs is addressed. In addition, up- to- date records & reports regarding the school building are available in the office eg evacuation plans, access toilets

## **Accessibility Plan**

The priorities for the school's plan will be set in the light of:

- an examination of the information that the school has gathered
- the messages that the school has heard from the disabled pupils, staff and parents and
- an assessment of the impact of current policies on disability equality

Urgent action necessary following an examination of the information will be added to the action plan before the review date.

In writing our action plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Our accessibility plan is included as Appendix One.

## **Annual Reporting**

Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:

- information gathered during the year
- how that information was used
- action points completed during the year and those that are ongoing.

This report will be available in paper format to anyone on request via the school SENDCO. It is reviewed by the premises committee throughout the year.

## **Review**

The scheme is reviewed after 3 years or earlier if deemed necessary. This review will inform how the school sets new priorities and new accessibility plans for the next scheme. This process will again

- involve disabled pupils, staff and parents
- be based on information that the school has gathered.

The Full Governing Body will be responsible for initiating the review of this scheme

## Appendix 1 – Accessibility Plan January 2025 – December 2027

Duties in Equalities Act 2010 require the governing body to plan to increase access to education for disabled pupils in 3 ways:

1. increasing the extent to which disabled pupils can participate in the school curriculum
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
3. improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

In addition to this, our commitment to inclusion recognises that we need to increase access in these 3 ways to the wider school community, not just pupils.

Priority	Action Required	Success Criteria	Person/s responsible	Date Achieved
Continue to gather data so that the school is aware of all current needs on entry both for children and parents (Point 1/2/3)	Questionnaire to be included in on-entry pack. Support for issues raised  Termly check to ensure all forms returned	School fully aware of all pupil needs	SENDCo Pastoral Team	Ongoing
Ensure that staff are aware and understand what disability means and what 'reasonable adjustments' are (Point 1)	Whole School Training with DCC – Equality & Diversity  Induction Training for new staff and volunteers	Staff confident to support pupils with disabilities and make reasonable adjustments	Cary Anne Ginns  Induction Staff	Training Spring 25  Into Induction Pack Spring 25
Keep under review the physical accessibility of the school building and site and make timely arrangements to accommodate access and medical conditions (Point 2)	External steps to be painted yellow annually to help pupils with visual impairments Designated Accessible parking spaces in staff car park	Building more accessible	Caretaker  SENDCo	In place
To identify sensory needs in school (Point 2)	Sensory audit/Pupil Profile reviews – amendments made and shared Investigate possibility of low sensory area within the school	Pupils more able to access school and make progress	Neurodiversity Team	Carried out Aut 25 – Spring 26 Actions given to teachers Review Autumn 26
Dyslexia/Dyspraxia – alternate use of technology (Point 2)	Review pupils and ensure where need arises, that touch typing is taught and chrome books are used as alternative means of recording	Pupils more able to access school and make progress	Neurodiversity Team	
To better know the parents/carers who cannot access our communication or have other access needs (Point 3)	Pastoral Team meeting to review information in the school. Phone call to parent to identify the point of contact to support them	Parents feel better supported by the school with communication	Pastoral Team	In place and ongoing