




Uplands Infant & Nursery School



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Policy Title	Disability Equality Scheme
Purpose	Ensuring equal treatment of all its children, employees, and any others involved in the school community.
Review Date	This policy will be reviewed annually. Any amendments will be presented to the Governing Board for approval. March 2027
Coordinator/s	Michelle Orton (Head Teacher)
Signed	Michelle Orton 

Disability Equality Scheme *(Public sector equality duty)*

The school is committed to ensuring equal treatment of all its children, employees, and any others involved in the school community, with any form of disability, and will ensure that people with disabilities are not treated less favourably in any procedures, practices, and service delivery.

We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. Reasonable adjustments will be made to make sure that the whole 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 the school. This scheme should be read in conjunction with the Equality Policy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

- The DDA 2005 has also extended the definition of disability as follows: People with HIV, multiple sclerosis, and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantially adverse effects on their activities.
- Section 18 has been amended so that 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.

General Duties

We will actively seek to:

- Eliminate discrimination and other prohibited conduct
- Advance equality of opportunity between people who share a protected characteristic and those who don't
- Foster good relations between people who share a protected characteristic and those who don't
- Encourage participation by people with disabilities in public life. It is also important to respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part.
- Take steps to take account of the different disabilities that people have, even where that involves treating disabled persons more favourably than other persons.

This is also known as the Disability Equality Duty (DED) and applies to all children with disabilities, staff, and those using services provided by Uplands Infant School.

In addition to the above general duty to promote Disability Equality, Uplands Infant School has specific duties placed on it to:

- Appraise and update the Disability Equality Scheme every two years
- Report on progress annually in the SEND Report

Specific Duty

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life. The specific actions currently being taken include:

<p>Admissions</p>	<p>Admission to Uplands Infant School is in line with LA policy. We will not discriminate against anyone with a disability:</p> <ul style="list-style-type: none"> • In the way we decide who is admitted into the school. This includes any criteria when it is over-subscribed, and the way it operates those criteria • In terms for offering pupils a place at the school • By refusing or deliberately not accepting an application from a disabled pupil for admission to the school <p>The school takes all reasonable steps to provide effective educational provision. The school takes steps to find out whether children being admitted or existing pupils have a disability.</p>
<p>Involvement of people with disabilities in developing the scheme</p>	<p>Uplands Infant School will consult with children with disabilities, staff, and service users in the ongoing development of the Disability Equality Scheme by:</p> <ul style="list-style-type: none"> • Individual Learning Programmes and Annual Reviews with SEND children/parents • Analysis of available school disability data • Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of children with disabilities • Meeting with parents at consultation evenings
<p>Developing a voice for children, staff and parents/carers with disabilities</p>	<p>Uplands Infant School is developing opportunities for children with disabilities, staff, and parents/carers by:</p> <ul style="list-style-type: none"> • Including children and parents/carers in review meetings • Including children and parents/carers in school questionnaires • Class teachers discussing issues regularly with children (via the Jigsaw PHSE scheme of work and Assemblies) • Use of the School Anti-Bullying Champions

<p>Encouraging participation in public life by people with disabilities</p>	<p>Uplands Infant School ensures that children with disabilities are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> • Performances • Sports activities • Student Governors • Governing body <p>Children with disabilities are included fully in normal school life, where it does not cause them distress. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.</p>
<p>Eliminating harassment and bullying</p>	<ul style="list-style-type: none"> • Uplands Infant School has a clear policy on anti-bullying. • All incidents are reported to SLT and recorded on CPOMs.
<p>Promoting positive attitudes towards people with disabilities</p>	<p>Uplands Infant School promotes positive attitudes towards people with disabilities by ensuring:</p> <ul style="list-style-type: none"> • Displays and resources reflect diversity • The curriculum positively promotes difference • Teachers take into account Individual Learning Programmes when planning lessons • The use of outside agencies to support staff training • WEDUC and the website promote policies.
<p>Removing barriers to Learning</p>	<p>Uplands Infant School removes barriers by:</p> <ul style="list-style-type: none"> • Not excluding children with disabilities from school trips unless a full risk assessment indicates that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried out for chosen trip locations. • Having appropriate seating and desk support available to provide necessary back support where required. • Operating a Teaching and Learning Policy that requires all lessons to be adaptive to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children. • Ensuring children with disabilities have access to extra-curricular activities, where possible. • Should it become necessary, Braille signs for visually impaired children will be installed.

	<ul style="list-style-type: none"> • Should it become necessary, a sound loop for hearing-impaired children will be installed. • Using coloured backgrounds on Interactive Whiteboards to aid children with dyslexic-type difficulties. • Teachers adapting, where possible, resources and techniques to suit a wide range of learners. • All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN children. • Following SATs guidelines to ensure that children with disabilities have the same opportunities as their peers. • Having strong links with external partners e.g. Advisers, Psychology Services, Social Services, Health Services, Speech and Language therapists, and Specialist teachers. • Using external advisers to support review meetings. • Using external advisers to assist with planning of PSHE programme where appropriate • Regular staff INSET on teaching children with additional needs.
<p>Access (see Accessibility Plan)</p>	<p>Ensuring that all areas of the curriculum can be delivered from all classrooms. There is a disabled toilet available in the school.</p> <p>There is a ramp leading up to the main entrance of the school and a lift inside enabling access to all parts of the school.</p> <p>Parents are not permitted to park at the school but there is a facility for children to be dropped off at the top of the drive if there is an accessibility need.</p> <p>Events for parents/carers such as open evenings, and meetings with teachers are held in accessible parts of the school.</p>
<p>Impact Assessment</p>	<ul style="list-style-type: none"> • The school will use existing procedures for reviewing the impact of provision for children with disabilities e.g. Annual Reviews.
<p>The Governing Body</p>	<p>Governors' meetings will be held in locations that are accessible to people with disabilities when the need arises. Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website.</p> <p>The School and Governors consult with parents/carers through questionnaires.</p>

<p>What disability data is currently collected</p>	<p>Uplands Infant School currently collects the following disability data (qualitative and quantitative).</p> <ol style="list-style-type: none"> 1. For all children, including those with additional needs:- <ul style="list-style-type: none"> • Admission forms • The total number of children with disabilities • Home and contact details • Monitoring is in place to ensure that there is a consistent process for monitoring all teaching. 2. For children with additional needs:- <ul style="list-style-type: none"> • SEND Individual Learning Programme/Annual Reviews • SEND Register • Integration of children with disabilities including access to the curriculum. 3. For staff:- <ul style="list-style-type: none"> • The total number of disabled staff • Number of appointments of disabled staff
<p>Reviewing and monitoring</p>	<p>The above data is reported to a number of bodies such as:</p> <ul style="list-style-type: none"> • Governing body • School Leadership Team • Local Authority.

Additional Support

The SEND framework is designed to provide support and services. The school's duty under the Disability Discrimination Act is designed to sit alongside the SEND framework and is not an additional route of access to auxiliary aids or services.

Roles and Responsibilities

The phase leaders and senior leadership team are responsible for the induction of new staff and each staff member will be responsible for ensuring that the procedures are implemented. The Headteacher has the responsibility for reporting to Governors, the Trust, the DfE, and parents.