



Kings Avenue Primary School Disability Equality Policy

Updated On	Changes Made/Notes
March 2018	Updated & Reviewed
November 2023	Updated & Reviewed

Signed:
Chair of Governors

Introduction

At Kings Avenue we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. This is reflected in our values:

Our values

‘Our teachers and staff will be collaborative, inclusive and reflective in their work, honest and accountable in their actions, positive and tenacious in their collective commitment to making Kings Avenue an outstanding school.’

At Kings Avenue 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 will be monitored and we will use this data to raise standards and to ensure inclusive teaching and opportunity.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

Definition of a 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.

Our duties as a school

As a school we have a duty to

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate harassment of disabled people that is related to their disability

4. Promote positive attitudes towards disabled people
5. Encourage disabled people to participate in public life
6. Take steps to meet disabled people's needs even if this requires more favourable treatment
7. We have a duty to monitor
 - a. the achievement of pupils by disability
 - b. accessibility and support for disabled staff
8. To make the school buildings accessible
9. To maintain contact/communicate with parents and carers in an accessible way, including in the arrangements for open evenings and parent evenings.
10. To ensure that any transport arranged for school events or visits is accessible to people with disabilities
11. To ensure that election of parent governors is carried out in a way that does not exclude people with disabilities, and to ensure that parent governors with disabilities can participate fully in school life.

To develop our Disability Equality Scheme, we must consult with disabled pupils, staff and others using school services.

Kings Avenue has consulted in the past with disabled pupils, staff and service users through parent groups and working groups

Future consultations could also include: drop in sessions, focus groups, questionnaires, feedback slips

Making things happen

To ensure that action is taken to fulfil these responsibilities, Kings Avenue has drawn up an action plan to make things happen.

Monitoring and reporting

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

Progress against the action plan will be reported to governors, and the effectiveness of the disability equality scheme appraised. This report will be circulated to the Governors and Head Teacher and the findings will be used to implement improvements and reinforce positive progress.

Action Plan 2023- 2028 - revisit duties and actions termly/ annually as appropriate to ensure on-going awareness

Duty	Issue to be addressed	Action to be taken	Monitoring method and timing	Responsible people	Start and completion dates
1. Promote equality of opportunity between disabled people and other people	Raise awareness	Review materials in all media used to communicate with prospective parents, the local community, existing parents and pupils. Identify opportunities to promote equality of opportunity. Consult parents' carers and children about perceptions of disability & accessibility	Review of materials. Recommendations made and implemented	SENCo; EHT/HoS	Annually
2. Eliminate unlawful discrimination	Evaluate current practice	Evaluate current recruitment policies, school's admissions policy and policies relating to curriculum access, school visits and after school activities. Consult parents, staff, carers and pupils to identify if unlawful discrimination is taking place	Delegate review of relevant policies to governing body sub committees with this specific purpose. Members of working party to liaise with Head Teacher/ Head of School, SENCo and curriculum leaders to implement recommendations for any changes	Governors, EHT, HoS, SENCo, Curriculum leader	Review termly
3. Eliminate harassment of people with disabilities for reason of their disability	Evaluate existing bullying and harassment policy	Review bullying and harassment policy to ensure that it meets this requirement. Set up regular reporting similar to racial harassment process, to ensure ongoing vigilance.	Delegate review of policy to relevant sub committee. Put in place routine reporting on disability related bullying incidents.	Governors, EHT/HoS	Review policies annually & incidents as and when they arise
4. Promote positive attitudes towards people with disabilities	Review content of curriculum to identify opportunities for positive promotion	Review content of curriculum and regular school activities/events/ assemblies/ participation in national disability awareness weeks/events to identify opportunities for promotion of positive attitudes. Agree concrete outcomes which can be monitored. (posters, displays, learning materials,	Monitor curriculum and special events termly to identify opportunities to raise disability awareness	HoS & curriculum leaders	Review curriculum termly, before the beginning of term to give opportunity to bring about change

		workshops)			
5. Encourage people with disabilities to participate in public life	Identify where pupils with disabilities may be able to actively participate in school events/extra curricular activities	Review existing methods of identifying children with disabilities, including those outside the definition of Special Educational Needs. Develop individual strategies to support their participation in school/public events	Monitor activities and special events termly to identify opportunities for participation	All school staff, governors, friends of the school	Termly, ongoing
6. Take steps to meet the needs of people with disabilities even if this means more favourable treatment	Review physical accessibility to all aspects of school life. Review accessibility of information about all aspects of school life	Carry out a formal accessibility assessment in relation to school premises, after school clubs, and routine school activities. Report formally to the resources committee of the governing body to enable allocation of resources where required to improve accessibility. Carry out a formal review of all information sources to identify how they may be made more accessible. Implement changes to school administration systems and processes to enable greater accessibility	Implementation of physical changes to premises according to specific action plan. Consultation with parents/carers after agreed period (6 months/1 year) to review if information is more successfully communicated Add questions to questionnaires for school leavers and parents as part of SDP Specifically addressing communication/contact.	Parent governors, H & S governor lead, admin team, HT	Progress to be prepared by ACPPC & reported to Resources committee termly to coincide with meetings
7a Monitor achievements of pupils with disabilities	Identify pupils with disabilities. Use the existing monitoring systems to systematically analyse data	Analyse data and establish any trends or patterns in levels of achievement. Review as part of overall curriculum review, how well the needs of disabled pupils are being met. Identify actions to support individual children.	Achievement committee and SLT	Chair of committee & HoS & SENCo	Termly to coincide with school collection of data
7b Monitor	Review	Review existing recruitment	Delegate to personnel (resources)	EHT/HoS;	As needed

accessibility and support for staff with disabilities	existing recruitment processes and information available to potential candidates	processes, identify where discrimination may take place. Put in place any required amendments. Survey existing staff to determine any existing needs that may not be met	sub-committee to report back to governing body. HT to monitor recruitment & to work with governors to respond to individual needs	Chair of governors	according to staffing
8. Make the school buildings accessible	As above section 6	As above section 6	As above section 6	As above section 6	As above section 6
9. Communicate with parents and carers in an accessible way, including open evenings and events	Identify the range of communication tools that could be used	Consult parents and carers about methods of communication Implement recommendations	Monitor feedback on communication, especially the use of electronic communication	PPC, Admin team, EHT/HoS	Termly, ongoing
10. Ensure that transport for field visits/outside events is accessible	Accessibility	Evaluate existing transport arrangements for events outside school to ensure they meet needs of existing or potential future pupils	Monitor through pre-visit evaluation & adjustments, and post-visit evaluation	EVC lead and SLT	Ongoing
11. Ensure that election of parent governors is accessible to people with disabilities	Communication & process	Review existing method of election to identify any barriers to people with disabilities. Implement changes.	Monitor accessibility	EHT/HoS, admin team	When vacancy occurs