



LANESEND PRIMARY SCHOOL
LOVE LANE, COWES
ISLE OF WIGHT PO31 7ES
TEL & FAX: 01983 293 233
E: ADMIN@LANESENDPRI.IOW.SCH.UK
WWW.LANESENDPRIMARY.IK.ORG



Lanesend Primary School

Disability Equality Scheme and Disability Accessibly Plan 2022 Statutory Policy

Signed: **Date:**
(Headteacher)

Signed: **Date:**
(Chair of Trustees)

Review Date: January 2025 (Every 3 Years)
Reviewed By: Board of Trustees

Lanesend Primary School Disability Equality Scheme and Disability Accessibly Plan

Lanesend Primary School welcomes its general responsibilities under the Equality Act 2010 and resultant Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled persons that is related to their impairments
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This Scheme sets out the steps the Board of Trustees will take that will result in improved outcomes for disabled children, families/carers and staff in all aspects of school life.

School Ethos, Vision & Value

At Lanesend Primary School, we are committed to ensuring equality of education and opportunity for disabled children, 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.

Our admissions policy does not discriminate against disabled children. The achievement of disabled children will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

Definition of Disability

The Equality Act 2010 says a disability is a **physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day- to- day activities.**

The following conditions are **automatically** treated as a disability under the Equality Act: cancer, HIV infection, multiple sclerosis, severe disfigurement, not including tattoos or piercings, being certified blind, severely sight impaired, sight impaired or partially sighted by a consultant ophthalmologist.

The Equality Act 2010 ensures that all children with SEND and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all children with long-term impairments, which have a significant impact on their day-to-day activities.

How Disabled People have been Involved in the Scheme

Lanesend Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

We have identified our disabled children

We keep families informed of local events that are taking place

We involve children in the setting of their learning targets

We regularly seek the views of our families and children

The school's priorities are:

- To monitor current policies relating to disability, accessibility and Inclusion
- To evaluate the inclusive curriculum
- To ensure After School Clubs are open and available to all children.
- To continue to track the progress of children with a disability

We recognise that our policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- on the educational opportunities available to and the achievements of disabled children.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:

Achievement of Children:

All children's progress is tracked electronically and their data is evaluated at five points throughout the year by the Progression Team and class teacher.

Groups of vulnerable children are monitored carefully to ensure steps of progress are being made.

Learning Opportunities:

Children have access to an inclusive curriculum offering a variety of opportunities to excel. Children are involved in their target setting and the review process of their targets on a regular basis.

Admissions, Transitions, Exclusions:

Lanesend Primary school, as an academy has created its' own Admission Policy.

How we will assess the impact of our policies?

We will take feedback from children with a disability and also their families. We will monitor the increase in participation of children with a disability in out of school activities.

The Disability Equality Duty Code of Practice provides information on how to make decisions about impact assessment.

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled children, families and staff. We have agreed a programme to review the impact of policies and this is contained in our action plan.

Our Action Plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.

Our existing accessibility plan outlines the steps we are taking to improve:

- curriculum access
- provision of information to disabled children
- physical access

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Scheme.

Revisiting the Scheme

Our scheme will be reviewed and revised (evaluated) after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.