



Disability Equality Scheme and Accessibility Plan

VISION

At Holy Trinity we welcome you to an exciting world of learning, discovery and friendship. We are passionate about nurturing every child, helping them to find and develop their own talents and be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.

Children's Voice

"We need to make sure that people with a disability can always join in and not be left out, we need to help them and be kind and helpful. People with disabilities are no different from anyone else."

Policy drafted by:	PBPC Committee
Date:	Autumn 2009
Staff meeting:	
Curriculum subcommittee	PBPC Autumn 2009
Governing body agreement:	
Next report:	Autumn 2010
Next full review:	Autumn 2011, Spring '12, '13

Holy Trinity CE Primary School Disability Equality Scheme

Disability Equality at Holy Trinity

The Disability Equality Scheme sits within the umbrella of the Equal Opportunities Policy, which sets out the school's principles on equality. Holy Trinity does not permit discrimination in any form, including discrimination due to disability.

The Scheme is part of a set of policies and plans that promote disability equality; others include the Special Educational Needs policy and the Accessibility Plan.

Legal Framework

The disability equality duty is set out under the Equality Act 2006 and the Disability Discrimination Acts 2005 and 1995.

The general duty requires every public authority, when carrying out its functions, to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate unlawful discrimination against disabled people;
- eliminate harassment of disabled people that is related to their disabilities;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled peoples' disabilities, even where that involves treating them more favourably than others.

The statutory code of practice includes guidance for public authorities on meeting the specific duties.

Authorities must publish disability equality schemes that set out how they will carry out the general duty, including:

- a statement of how they involve disabled people in developing their schemes;
- an action plan setting out the steps they will take to promote equality and meet the general duty;
- arrangements for gathering information about their performance on disability equality;
- arrangements for assessing the impact of their policies on disability equality and ways to improve these when necessary;
- details of how they are using the information gathered, in particular in reviewing the effectiveness of their action plan and preparing subsequent schemes.

Within three years of the scheme being published, public authorities must take the steps set out in their action plans (unless it is unreasonable or impracticable for them to do so) and put into effect the arrangements for gathering and making use of information.

Public authorities must also publish a report containing a summary of the steps taken under their action plans, the results of their information gathering and the use to which they have put the information.

How Holy Trinity will meet its general and specific disability equality duties.

Duty 1

This document is the disability equality scheme for Holy Trinity CE Primary School. It will be published on the school website and will be freely available to all. Publication will be announced to the school community in the weekly school bulletin.

Holy Trinity will meet its general duty to actively look at ways of eliminating the barriers that prevent disabled people from participating fully in society by acting in accordance with the School Vision:

“At Holy Trinity we welcome you ... We are passionate about nurturing every child, helping them to ... be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.”

Acting at all times in accordance with the school’s Equal Opportunities Policy, Holy Trinity will meet its specific duties through a range of measures which are set out in the points below.

Duty 2

As the school rates highly in its welcoming of all parents, stakeholders are to be identified through parental questionnaires to supplement teacher knowledge. Pupil questionnaires will continued to be used to help teachers identify young carers. Professional sensitivity is expected in deciding whether those with mental health issues, or long-term sickness, such as cancer, should be directly brought into the consultation process, or rather if such needs - once identified - should be actioned by the PBPC.

Duty 3

Holy Trinity’s Disability Equality Action Plan is included at the end of this document.

Duty 4

Holy Trinity uses RAISEonline and Fischer Family Trust data on an annual basis to examine the achievement levels of pupils, and to identify any patterns such as effects based on special educational needs. This analysis feeds directly into the School Development Plan and leads to SEN-based objectives as appropriate.

The school provides an opportunity for parents to declare any disability their child might have, on the application forms for nursery and reception places. Data on declared disabilities among staff is gathered at the point of recruitment. The school will look at ways to provide ongoing opportunities for declaration of disabilities by staff, and to assess the impacts of policies and practices.

Holy Trinity will hold information on declared disability among parents and carers, or among other users (or potential users) of the school site, as it arises.

Duties 5 and 6

Holy Trinity will gather data, review data and consult with stakeholders on an annual basis.

The pupil behaviour and protection committee of the Holy Trinity governing body will annually analyse the data that has been obtained and will identify progress and areas for improvement.

Duty 7

Holy Trinity will endeavour to meet each objective within three years of the date when it was set. A full review of the action plan will be conducted at least every three years.

Duty 8

The pupil behaviour and protection committee will annually report on progress against the action plan to the governing body, and will also review the action plan as appropriate in the light of data analysis. The report and action plan will be published on the school webs

Holy Trinity CE Primary School Combined Disability Equality Scheme Action Plan and Accessibility Plan

The governing body will report against this plan every year, and will fully review it at least every three years. Annual reporting may result in interim changes to the objectives.

Last amended: Nov 2009

Next Report due: October 2010

Next Full Review: October 2011

Target	Rational	Timescale	Respon- sibility	Action/ strategies	Evidence basis for objective
Identify disabled pupils, parents, staff and school site users	The school needs increased knowledge of who its 'invisible' disabled stakeholders are.	Ongoing	SBC	Keep register for listing disabled stakeholders and reasonable adjustments needed by them. Evaluate questions in staff and parent questionnaires to find out if parents/staff are aware that they can declare disability and would feel comfortable doing so. Work to find ways of reaching out to disabled stakeholders, identifying them and	Process of drawing up plan. Register when first stakeholder is identified
Make	The	Ongoing	Gov Body	Make clear in seeking their views in	Recruitment and

Make vision of making school possible delivery	Allocate school can promote its vision and ethos further in this area.	Ongoing completion of new build	Build oversight sub-committee	Make clear in recruitment material that the school positively encourages applications from disabled staff. Make clear in school	Recorded and application processes
Essex Board for disabled staff and pupils	To allow access for sight-impaired (and E2L)	By completion of new build	Build oversight sub-committee	Respect that the school positively encourages applications from disabled pupils.	Provided
Identify young carers in school	Young carers are likely to be caring for a disabled person, and often have experience challenges in achieving at school.	Ongoing	SBC class teachers	Continue to include question in pupil questionnaire to try to identify whether HT has any young carers.	Register of disabled stakeholders
To discover potential needs in school environment	To foster a school culture that is responsive to need	Ongoing	TB, PC	Consider access for all as part of regular safety walks around premises. To proactively invite members of the disabled community in to school.	Feedback at SBC
Plan access to curriculum	To foster a school culture that is responsive to need	As need arises	SMT	Timetable extra hall times for classes with additional needs for music & drama	Timetable
Plan access for school visits	To foster a school culture that is responsive	As need arises	Class teacher	Risk assessments done prior to visits; destination changes to allow participation; parental involvement.	Risk assessments

