

# **Lamphey Primary School**



**Disability Equality Duty**

**Ysgol Gynradd Llandyfai**

**Pembrokeshire County Council  
Cyngor Sir Penfro**



**Lamphey Primary School**

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**Disability Equality Duty**

**Incorporating  
Model Disability Equality Scheme**

**School Accessibility Plan**

**Revised May 2010**

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## Mission Statement

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At Lamphey Primary School, we are committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability. 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 and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Lamphey Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Disability Equality Scheme sets out an approach to promoting disability equality in all and every aspect of our school's life and relates to:

- Pupils
- Parents/carers
- Staff
- Members of the wider school community

# Introduction

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The Disability Discrimination Act (DDA 2005) introduces a new duty on public authorities and schools to promote disability equality across all school functions. The Disability Equality Duty (DED) requires schools to develop a proactive approach to making a real, positive change to the lives of disabled people, not just pupils, by promoting disability equality in all their practices, policies and procedures. The DED consists of two elements:

- The General Duty – applies to all public authorities
- The Specific Duty – applies only to specific bodies, including schools

## 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 substantial adverse effect 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.

Further details regarding definitions are available in **Appendix A**

# The Disability Equality Duty

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## The General Duty

The General Duty requires schools, when carrying out their functions, to have due regard to the need to:

- Promote Equal Opportunities
- Eliminate unlawful Discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Meet disabled people's needs, even if this requires more favourable treatment

## The Specific Duty

Under the specific duty, schools are required to prepare a Disability Equality Scheme (DES). The DES must be prepared with the involvement of disabled people and must include:

- A statement of the ways in which disabled people have been involved
- Methods of impact assessment
- Arrangements for gathering information
- How the school will use the information gathered
- An action plan of how the DED has been fulfilled

# The General Duty

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In order to ensure that action is taken to meet the Disability Equality Duty, Lamphey Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and includes:

- Promoting equality of opportunity between disabled people and other people.
  - *Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops*
  - *Ensuring that all school trips/after school clubs are accessible to disabled pupils*
  - *Give disabled staff more time to mark pupils' coursework if needed as a consequence of their disability*
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
  - *Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report incidents*
  - *Investigate and address specific issues with all pupils through circle time, Personal and Social Education, Assembly*
  - *Ensure all parents have access to information in alternative formats including phone calls/home visits if required*
- Promoting positive attitudes towards disabled people.
  - *Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, books, displays and learning materials.*
- Promoting positive attitudes towards disabled people
  - *Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Dyslexia Awareness*

- *Visiting speakers/role models in school*
- Encouraging participation in public life by disabled people.
  - *Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council*
  - *Encourage applications from disabled people to the Governing Body*



## The Specific Duty

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### **Involving people who are disabled in the development of this scheme:**

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

In complying with the specific duty of Lamphey Primary School in preparing the Disability Equality Scheme, we have consulted widely in order for the resultant document to reflect the experience of the disabled, their carers and additional individuals with relevant involvement or expertise.

All parents in the school were contacted to illicit support and/or information.

Meetings were held which included:

- The Headteacher
- The Chair of Governors
- The primary carer of a disabled adult
- A representative of a disabled pupil
- A member of the support staff working 1-to-1 with a disabled child
- The School Council

We collate information on disabled pupils through *PLASC/SEN register* and monitor their progress and achievement through the drawing up of IEPs and their termly review with pupils, parents, teachers and support staff.

We ensure that recruitment and selection procedures for staff collect information on disability.

In addition, in order to extend the information gathered by the school to include those other than solely pupils, we have added a section in the school's starter pack questionnaire to include pupils parents/carers in order that we can better respond to the needs of the wider school community.

This information will be used to create a disability database which can be analysed each term to assess need.

We will ensure that all information is gathered in a sensitive way and provide an explanation of the purpose of this exercise. We will ensure that pupils, parents, governors, staff and members of the community feel comfortable in the school so they can raise any issues or difficulties they may have as a result of their disability.

The information will be used to identify areas of good practice and identify areas for development in all aspects of school life including:

*Dissemination of information, access to the building, increased opportunities etc*

This information will be analysed and used as a basis for preparing, monitoring and evaluating the Action Plan and reviewing the effectiveness of actions taken.

**Our Disability Equality Scheme Action Plan is attached.**

# School Access Plan Statement

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Lamphey Primary School's Access Plan has been prepared for the period 1<sup>st</sup> April 2010 to 31<sup>st</sup> March 2013, and each of the three strands of the planning duty have been considered, namely:

1. Increasing the extent to which disabled pupils can participate in the school curriculum and in activities such as after school clubs, leisure and sporting events and school trips
2. Improving the physical environment of school for disabled people
3. Improving the delivery to disabled people of written information provided to people who are not disabled

Each of the identified actions within these plans have been prioritised into the short, medium and long term, together with an indication of the resource implications of such actions.

The checklists at Appendix B have been used as a guide to inform our planning process

**This school's Access Plan is attached.**

## Monitoring and reporting

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It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

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

An annual report will be produced by the SENCO which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

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For further information, please contact:

Mr S Thomas, Headteacher  
Mrs M Thomas, Deputy Headteacher

## Appendix A

### Definition of Disability

Pembrokeshire County Council has embraced the social model of disability, which provides a perspective that people with impairments are more disabled by the barriers society erects (environmental, physical, organisational, etc) than by their impairments alone. In responding to the need to enable disabled people to participate fully in the life of our schools we recognise the need to work to reduce these barriers to their participation.

The following is a summary of the definition of disability. For further details, please, follow the attached link

[http://www.drc-gb.org/docs/definition\\_guidance\\_final.doc](http://www.drc-gb.org/docs/definition_guidance_final.doc)

The Disability Discrimination Act defines disability as follows:  
*'a person is disabled if they have a mental or physical condition which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities'*.

- A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection (HIV), cancer or multiple sclerosis (MS).
- Substantial means more than minor or trivial.
- Long term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- Normal day-to-day activities cover the following categories:
  - Mobility
  - Manual dexterity
  - Physical coordination
  - Continence
  - Ability to lift, carry or otherwise move, everyday objects
  - Speech, hearing or eyesight
  - Memory or ability to concentrate, learn or understand
  - Perception of the risk of physical danger.

Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment. Some people are automatically deemed to have a disability covered by the DDA 2005, ie those with HIV, cancer, MS, and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

## Appendix B

### Identifying Barriers to Access: A Checklist

**This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.**

#### Part A – Participation in the School Curriculum

- Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?
- Are your classrooms optimally organised for disabled pupils?
- Do lessons provide opportunities for all pupils to achieve?
- Are lessons responsive to pupil diversity?
- Do lessons involve work to be done by individuals, pairs, groups and the whole class?
- Are all pupils encouraged to take part in music, drama and physical activities?
- Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?
- Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?
- Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?
- Do you provide access to information technology appropriate for students with disabilities?
- Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?

- Are there high expectations of all pupils?
- Do staff seek to remove all barriers to learning and participation?



## **Part B – The Physical Environment**

- Does the size and layout of areas – including all academic, sporting, play, community, catering and social – allow access for all users?
- Can wheelchair users move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?
- Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?
- Are emergency and evacuation systems set up to inform ALL users, including people with SEN and disability; including alarms with both visual and auditory components?
- Are non visual guides used, to assist people to use buildings including lifts with tactile buttons?
- Could any of the décor or signage be considered to be confusing or disorientating for disabled people with visual impairment, autism or epilepsy?
- Are areas to which all users should have access, well lit?
- Are steps made to reduce background noise for hearing impaired users, such as considering a room's acoustics, or noisy equipment?
- Is furniture and equipment selected, adjusted and located appropriately?

## **Part C – Provision of Written Materials in Alternative Formats**

- Do you provide information in simple language, symbols, large print, on audiotape or in Braille for people who may have difficulty with standard forms of printed information?
- Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities, eg by reading aloud overhead projections and describing diagrams?
- Do you have the facilities to produce written information in a variety of font sizes?
- Do you ensure that members of staff are familiar with technology and practices developed to assist people with disabilities?