



*Disability and
Equality
Policy*

Cwmaman Primary
School



Our Mission Statement

Success is doing our best.

School Vision

At Cwmaman Primary School our vision is to create a safe, happy environment that will nurture and develop our staff and pupils to be caring and compassionate, with an attitude of respect for all people, the environment and the wider world.

Our vision is to develop our pupils to be confident and capable learners, who identify their own worth and the worth of others. We all share the responsibility of ensuring inclusion for all and we recognise that all are valued and unique and all have an individual potential to fulfil. We develop an attitude of hard work and perseverance. Working independently and as part of a team.

Cwmaman Primary School is a school where the learning is relevant and engaging, enjoyable and challenging, utilising a wide range of styles and interests. Teaching is of a very high standard allowing pupils to be imaginative, creative and expressive with high expectations.

Cwmaman Primary School promotes an attitude towards healthy lifestyles for all to lead fulfilling lives as valued members of society. Our parents and community are partners supporting our school to improve through self-evaluation.

Our Aims

To create

- ▯ a safe & nurturing, happy environment.
- ▯ a caring, compassionate, respectful attitude in staff and pupils.
- ▯ confident pupils, recognising own worth, positive self-image, responsible.
- ▯ high standards of teaching and learning.
- ▯ learning that will maximise and achieve potential.
- ▯ an attitude towards healthy lifestyles.
- ▯ an environment where all pupils are valued and learning experiences ensure inclusion for all.
- ▯ opportunities for independence and teamwork.
- ▯ a challenging and engaging curriculum, new ideas and challenges in numeracy, literacy and ICT.
- ▯ relevant learning, through a range of learning styles & interests, to develop life-long learners.
- ▯ Opportunities for pupils to be creative & expressive in a fun & enjoyable school environment.
- ▯ a partnership with parents and the wider community that is inspirational and all work towards self- evaluation and improvement.



1. **INTRODUCTION**

This policy statement for the Disability Equality Scheme sets out an approach to promoting disability equality in every aspect of school life at Cwmaman Primary School.

Our Disability Equality Scheme embraces all aspects of disability whether it relates to :-

- Pupils and their parents /carers
- Staff
- Members of the wider community

Our understanding of disability is that provided by the Disability Rights Commission:-

“A person is disabled if they have a mental or physical condition which has a substantial and long term effect on their ability to carry out normal day to day activities”.

In this definition substantial means more than minor or trivial and the phrase long term means more than one year.

2. **Involving disabled children Young People and Adults.**

a. **We set out to actively engage:**

1. Disabled children and young people and their parents and carers.
2. Disabled staff
3. Disabled members of the wider community.

b. **We have/would involve disabled children and young people by:**

1. Setting up Pupil Voice Groups which invites/would invite disabled children to fulfil a committee role
2. Eliciting the view of all members of the school community through the use of bi-annual questionnaires and subsequent action plans
3. Reporting to parents twice a year, including mid year reporting which sets targets for improvement
4. Engaging pupils in setting individual targets for improved learning.
5. Delivering a good PSE curriculum
6. Ensuring Collective Worship celebrates diversity
7. Effective use of Circle Time

c. **We would actively involve disabled staff (none at present) by:**

1. Consulting extensively with staff before agreeing policy
2. The use of questionnaires
3. Agreeing an action plan to address issues
4. Ensuring lead members of staff and link governors meet termly to raise any identified issues and agree a way forward
5. Carrying out an audit of current practice, facilities and resources.



d. We would actively involve the wider community by:

1. Developing close links and consulting with Children's Services and the Healthy Schools

3. Extending our disability awareness

To extend our awareness and understanding of disabled people and the ways in which we can promote equality of opportunity we have worked with:

a. Other schools in the cluster:

b. Professional from non-school settings

1. Cwm Taf Health Board :
 - a. Visual impairment team
 - b. Deaf awareness team
 - c. Local Health Visitors
 - d. Physiotherapist and Occupational Therapist
 - e. School Nurse
 - f. Local Health Visitors
2. Educational Psychologist
3. Social Services
4. CLA team
5. SPLD teaching specialists

c. Other agencies:

1. Children's Services
2. LA
3. Adult Services

d. Practitioners from the Voluntary Section:

We have sustained this involvement by a range of means:-

1. Cluster working
2. Parent Newsletters
3. Celebrating major days and events in the year
4. Parent, teacher, pupil and governor questionnaires
5. Curriculum Development
6. Theme based Collective Worship



We recognise that through the direct involvement of disabled people we have:-

a. Secured invaluable advice:

1. Behaviour Support
2. Speech & Language
3. Access & Inclusion
4. RCT Human Resources

b. Better understood the barriers they face:

1. Working with pupils on the Autistic Spectrum; focussing on the difficulties experienced following instructions, sequencing work, social interactions, etc.
2. Working with a pupil with selective mutism, focussing on difficulties they face

c. Explored what might be done to overcome them:

1. Supporting pupils on the Autistic Spectrum: staff development and training, differentiating the curriculum, Autistic Friendly School Status, pastoral care, provision of suitable resources.
2. Supporting pupils with selective mutism: differentiating the curriculum, providing 1:1 support, provision of appropriate IEP, class circle time sessions, provision of suitable resources.

d. Learned how best we might promote disability equality:

1. Celebrating diversity through the school curriculum, in particular the PSE curriculum, Collective Worship, and school ethos.
2. Celebrating uniqueness
3. Working with others
4. Ensuring all policy development is the result of consultation with representative members of the school and local community
5. Keeping an open mind.

We have recognised that as a school of 200 young pupils we have not been able to secure a comprehensive understanding of all disabled people's needs. However we have substantially enriched our knowledge through this type of engagement.

4. Arrangements for gathering information on the effect of school policies and practices.

a. We have examined the impact of our policies and practices on disabled people in terms of our:

1. Recruitment and retention of disabled staff
2. Development of disabled staff
3. Opportunities provided for disabled pupils
4. Curriculum access for disabled pupils
5. Standards of attainment and achievement for disabled pupils
6. The involvement of disabled parents/pupils and members of the wider community

b. We have looked at the impact of our policies and practices on disabled users of our school premises at other times. In terms of:



1. The recruitment of disabled employees – school policy and practice for recruitment is based on LA guidelines and ensures equal access to all candidates irrespective of race, colour, gender or disability.
2. The retention of disabled employees – school policy and practice ensures appropriate physical access (within the restrictions placed by the age of the building and allocated finance), pastoral support care and guidance, regular health and safety reviews, staff development and training
3. The development of disabled employees – good programme of staff development and training, Performance management interviews and objective setting, appropriate access to medical support and guidance, access to the LA HR department for advice and guidance.
4. Opportunities for disabled pupils – curriculum is differentiated to ensure equal access, liaise closely with a range of agencies and professionals, work closely with the LA to provide additional resources, work closely with and value the input of parents, involve the child when agreeing future provision e.g. IEP, PEP, Play Plans etc. Staff development and training, Building alterations (dependent on viability and budgetary restrictions) Excellent leadership and support from ALNCo.
5. The attainment and achievement of disabled pupils are closely monitored and analysed – SMT and teacher analysis of test data e.g. baseline, end of key stage, standardised tests, assessment by outside agencies e.g. Education psychologists, SPLD teachers and Children's Services – permanency team, IEP reviews and parent/pupil interviews, formative assessments, fortnightly and termly, Medical assessment by the Cwm Taf Health Board.
6. The involvement of disabled parents/carers – parent questionnaires, IEP reviews, reporting to parents, parent meetings.
7. The views of disabled users of the school premises at other times – Help the Aged, visitors from a range of charities.

5. **Analysis of our information and the areas we are targeting for improvement**

- a. **The information that we gathered was analysed and this generated some examples of our good practice as well as key areas for improvement.**

Our areas of good practice include:

1. Educational opportunities, attainment and achievement of our disabled pupils through:
 Good staff development and training
 Raising staff awareness of need
 Building excellent working relationships with other agencies, professionals and voluntary groups
 Seeking and valuing the input of both parents and pupils
 Giving pupils responsibility for their learning and setting their own targets for improvement.
 Excellent ALN leadership
 Teachers plan effectively to ensure equal access to the curriculum for all pupils.
 Provision of additional support and resources
 Establishing a baseline, agreeing smart targets for improvement and monitoring impact.
 Comparative data shows that disabled pupils make very good progress.
 Celebrating success – awards systems, class assemblies, awards assemblies, prizes and treats, display
 Valuing diversity and uniqueness – range of projects including – Autistic Friendly School Status, Buddy System.
2. Involvement of disabled parents and carers through the use of - Parent Questionnaires, parent/teacher/pupil interview, termly reviews.



6. **Action Plan**

We recognise that we cannot do everything at once. We have agreed upon the following priority areas for improvement over the next three years:-

- a. Involvement of disabled parents, where appropriate in reviewing access to the school building, and agreeing an action plan of improvement.
- b. Improving pupils' understanding and appreciation of diversity within their local community.

We recognise that to be effective we need to make our action plan specific.

We have set out each of the key actions that we will be taking.

We have identified key individuals to deliver each of these actions.

We have tried to be as clear and as specific as possible about the improvements we expect to arise from these actions.

We recognise that any positive changes resulting from these actions only make sense if they are recognised as improving things for disabled people. We have therefore set out our approach to involving disabled people in evaluating these outcomes.

1. An appropriate action plan with agreed SMART targets.
2. Improved access for disabled parents/carers.

We will evaluate the impact of any changes by:

1. Monitoring the continued engagement and involvement of disabled parents/carers in addressing the issue.
2. The ease in which disabled parents/carers are able to access school events.
3. Consulting disabled parents/carers on the success of the action plan in addressing identified issues.
4. Evaluating whether all stakeholders appreciate the rights and needs of disabled/parents and carers in having equal access to school.

8. ISSUE

- a. **To improve pupils' understanding and appreciation of diversity within their local community.**

We intend to take the following actions:

1. Review and update the new curriculum to ensure the recognition and celebration of diversity is carefully planned for and included.
2. Arrange visits to school, workshop sessions and talks to raise pupil awareness of disabled groups within the community, the contribution disabled people make to the local community and how pupils can build relationships and support local disability groups.
3. To involve local disabled groups in the life of the school by inviting them to important events and celebrations.



This will be led by:

1. Mr P Morgan Headteacher
2. Mrs J South Deputy Head

We expect this will lead to:

1. An appreciation by parents, pupils, staff and governors of the contribution disabled people make to the local community.
2. Improved relationships between local disability groups and members of the school.
3. Improved delivery of the curriculum.
- d. Empathetic and supportive pupils.

The school's initial Disability Equality Scheme will focus upon:-

1. Improving information gathering.
2. The review and evaluation of policies and practice.
3. Enhanced involvement of disabled parents/carers and members of the local community.
4. Raised awareness.
5. Improved curriculum delivery.

We will monitor our annual progress in achieving these priorities by:

1. Reviewing action plans termly.
2. Involving all stakeholders in termly reviews set against SMART targets and agreed success criteria.
3. Termly GB meetings
4. End of year review meeting where future actions will be agreed.

We will publish our progress on an annual basis in:

1. The GB Annual Report to Parents
2. School Prospectus

Ratified: Spring 2022

Review: Spring 2025