

The Oval School



The Disability Equality Scheme

Date Ratified: *May 2017*

Signed by: *C.E. Hayes*
On behalf of School Governors

Signed by: *R. Chahal*
Headteacher

Review Date: *May 2020*

This scheme and the accompanying action plans sets out how the governing body will promote equality of opportunity for disabled pupils.

Introduction

This document and the accompanying action plans represent the school's Disability Equality Scheme, the purpose of which is to show how the school promotes equal opportunities for pupils, staff, parents, carers and other people who may use or wish to use the school. It sets out how the school will meet its duties under the Disability Discrimination act.

The Governing Body has key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils, staff, parents, carers and other disabled people who use our school less favourably for a reason related to their disability.
- To meet the needs of all children and make reasonable adjustments for disabled pupils, to enable them to meet their personal goals, so that they are not at a substantial disadvantage.
- To strengthen our links with the community and to share ownership of the school to support disabled children's learning.
- To plan to increase access to education for disabled pupils.

The School Vision and Values

The Oval School is a caring, Inclusive school. Our aim is;

- To create opportunities for every child within a climate of success for all.
- To nurture a sense of self-worth while enjoying new challenges and continuing to experience success.
- To provide a child friendly and safe environment where each child can feel secure and happy, learning through play, exploration, enquiry and support.
- To value and include all aspects of our culture – race, gender, belief and ability, seeking opportunities to develop each child's spiritual, moral and social development.
- To work in partnership with parents and others to help each child to achieve his/her potential.
- To ensure that children leave our school as confident, independent learners, able to become responsible citizens of the community, both locally and globally.
- We will strive to enable each individual to achieve their personal best at all times, encountering challenges but not problems, planning for success at every level.

As part of the schools commitment to building an inclusive school we want to acknowledge and make explicit our desire to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act.
- Eliminate harassment of disabled people that is related to their disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to meet disabled people's needs.

Gathering information

Children

We appreciate and value the children and young people in our school and create time and opportunities to listen to the children's views through:

- Discussion and agreement of ITP and class targets.
 - ITP reviews
 - PHSE
 - Social skills groups
 - 1-1 and small groups.
 - training of adults for specific areas within our setting
 - Individual and child friendly questionnaires i.e. how can we improve lunchtimes?
 - School council and class council meetings and voting for specific subjects i.e. healthier food in school.
 - Class prefects
 - School council meetings. Examples of issues raised at these meetings are;
1. Improvement of Lunchtimes- this led to healthier children's menus within school, playground Leaders, school nurse trained parents on healthier lunchboxes
 2. Redesigning the playground – children voted for outside resources they would like, children were involved in planning of playground, dinner supervisors trained in the use of the games.
 3. Refurbishment of toilets – children involved in colour schemes, possible items that could be purchased.

Parents and Carers

The views of the parents and carers are very important and valued by the staff at The Oval School. These are collected in the following ways:

- ITP reviews
- Inclusion Manager or BECo available for 1-1 discussions with parents regarding any concerns they may have.
- Assistant Head and Head of School meetings
- Teachers available for appointments at the end of the day.
- Parent inductions
- Parenting workshops
- Link to Bordesley Green Children's Centre -Parent Support Worker supporting under 5's partaking in home visits and running courses for parents
- Home visits
- Parent Governors
- Three parents consultations a year.
- Questionnaires
- Assemblies, award presentations, fun days, concerts.
- Interpreter or relevant outside agency involved. We respect the differing needs of parents / carers such as a disability or communication and linguistic barriers.

Teachers

Information is gathered and evaluated by Teachers and Senior Management and is recorded in the following ways:-

- Daily marking, reviews of individual children's targets.
- Half termly assessments
- Teacher child consultations
- Monitoring.
- Pupil progress meetings
- Teaching assistant reviews of individual children's progress during specific interventions.
- Tracking of profiles
- SAT's Foundation Stage Profile.
- Teachers and Teaching Assistants observations.

Professional Development for Staff:

- Twilight sessions provide training on a range of identified needs ensuring staff have a wider knowledge of a range of conditions and an ability to support children effectively, in their immediate care.
- The Inclusion Manager attends relevant training to keep up to date with current thinking / new legislation.
- All staff have the opportunity to attend courses that are arranged by outside agencies for training on specific conditions.

Links with Outside Agencies:

The Oval School has close links with a range of external agencies and support services these are:

- Educational Psychologist.
- Pupil and School Support.
- Behaviour Support Service.
- Communication and Autistic Team.
- Social Workers.
- Various Children Paediatricians and Doctors.
- School Nurse.
- Speech and Language Therapist.
- Right Service Right Time
- Local Primary and Secondary Schools.
- Specialist School Support.
- Brays outreach
- Physiotherapists
- Attendance development officer at school

All parties support the development of inclusive practice within our school

Other Policies and Action Plans

Please refer to the following documents when reading the Disability Equality Scheme:-

- Accessibility Plan – Action Plan

Other School Policies

- Inclusion and SEN Policies
- Equal Opportunities Policy
- Bullying Prevention Policy
- Racist Incidents Policy
- Teaching and Learning Policy

Meeting the diverse needs of the Community

The following is a breakdown of the children currently attending The Oval School. This demonstrates the diverse nature of our community.

Information taken from school census and current school records.

Ethnicity

Ethnicity Code	Description	Total Number As At 01/02/17
ABAN	Bangladeshi	5
AIND	Indian	14
AKAO	Kashmiri Other	4
AKPA	Kashmiri Pakistani	34
AMPK	Mirpuri Pakistani	93
AOPK	Other Pakistani	100
AOTA	Other Asian	8
ASNL	Sri Lankan Sinhalese	1
BAOF	Other Black African	11
BCON	Black Congolese	3
BCRB	Black Caribbean	23
BEUR	Black European	1
BGHA	Black Ghanaian	1
BOTB	Other Black	5
BSOM	Black Somali	5
MAOE	Asian And Any Other Ethnic Group	5
MBOE	Black And Any Other Ethnic Group	2
MOTM	Other Mixed Background	5
MWAI	White And Indian	1
MWAO	White And Any Other Asian Background	2
MWAP	White And Pakistani	8
MWBA	White And Black African	4
MWBC	White And Black Caribbean	46
MWOE	White And Any Other Ethnic Group	1
NOBT	Information Not Yet Obtained	17
OAFG	Afghan	17
OARA	Arab Other	8
OMRC	Moroccan	5
OOEG	Other Ethnic Group	4
REFU	Refused	3
WEEU	White Eastern European	8
WENG	White English	240
WITA	Italian	4
WOTW	White Other	1
WOWB	Other White British	6
WROM	Gypsy / Roma	3
WROR	Romany	2

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Information taken from school census and current school records.

Children with EHC Plans	6
Children with additional needs	196
Of the above Children with ESMH needs	39
Children with ASC	21
Children with ADHD	20
LAC	1

Reviewed May 2017 next review May 2020