DISABILITY EQUALITY SCHEME

ST FRANCIS RC PRIMARY

Sonia Miguez-Jorge

St Francis Catholic Primary School, SE15 1RQ

Vision and Mission Statement and Gospel Values

Our Vision

Providing every child with the tools to choose their path to success.

Our Mission

In St Francis children succeed because:

- ✓ We are an outward looking Catholic Primary school, which welcomes all children from the surrounding area. We work together to nurture our pupils, helping them to become resilient and inspired learners, who will become responsible global citizens of the future.
- ✓ We cultivate our pupils through our broad and diverse curriculum and loving Catholic Parish community
- ✓ We provide a welcoming, safe and supportive environment that helps children feel respected, confident and motivated to achieve their goals.
- ✓ We also foster a spiritual and moral view of life that provides children with a sense of self-worth and a strong Catholic ethos

Our Gospel Values

Love

Honesty

Courage

Tolerance

Justice

Jeremiah 29:11

"For I know the plans I have for you, says the Lord, plans for welfare and not for evil, to give you a future and a hope."

Disability Equality Scheme

1. Involvement of Disabled People

This Scheme is adapted from the model disability equality scheme produced by Southwark LA with the involvement of a support group of disabled people comprising parents, governors, and teachers.

Disabled people will continue to be involved in implementation of the scheme's action plan through involvement of parents, pupils and staff and the scheme's monitoring and impact assessment arrangements as set out below.

2. Policy Statement

Background or contextual statement

Information about the school, its size, locality, pupil backgrounds on entry (languages spoken, FSM, SEN), % of disabled staff and pupils.

Commitment to Disability Equality

At St Francis Roman Catholic Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We recognise and welcome the proactive nature of the duty to promote disability equality and 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. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At St Francis Roman Catholic Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Scope of the Scheme

The DDA 2005 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.'

In fulfilling the Disability Equality Duty (DED) we will:

- promote equality of opportunity between disabled people and other people;
- promote positive attitudes towards disabled people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- encourage participation by disabled people in the life of the school

- take necessary lawful steps to meet disabled people's needs. This

scheme therefore covers all aspects of the work of the school.

Our accessibility plan required under the DDA 1995 sets out the action we will take to:

- increase access to the curriculum for disabled pupils;
- improve the physical environment to increase access to education and associated services at our school; and,
- improve the information provided for disabled pupils, staff, parents and other service users where such information is provided in writing for people who are not disabled.

Our accessibility plan is therefore part of the Action Plan of this scheme.

All our other policies and procedures will be reviewed in accordance with the timescales set out in each policy. Each review will examine the disability equality impact of the particular policy or procedure under consideration to ensure that they include explicit disability equality objectives wherever these are relevant.

Our policies, procedures and practices can be found on school documents in school policies folder.

Responsibilities

(a) Governing Body

The Governing Body is responsible for this scheme and for making sure that it is acted upon. The Governing Body will monitor and evaluate the operation and impact of this scheme and provide the resources and support structures needed to ensure effective implementation of the action plans flowing from it.

The Resources Committee has been appointed by the Governing Body to oversee the effective implementation of the disability equality scheme and to report on associated issues to the whole Governing Body.

(b) Headteacher

The Governing Body may choose to delegate the day-to-day responsibility for the management of the scheme to the headteacher. The headteacher may be given such responsibilities as deemed appropriate to:

- Ensure the effective implementation of the scheme;
- Communicate the scheme and its implications to staff, pupils, parents and other bodies;
- Organise the delivery of the relevant training for staff;
- Monitor and report on the operation of the scheme;
- Take any remedial actions as required.
-

(c) Staff

This disability equality scheme applies to all staff.

Some staff may, from time to time, be given specific responsibilities for the implementation of aspects of the scheme, such as the investigation of reported

incidents of disability related harassment or disability discrimination, monitoring the implementation of the scheme; or, conducting equality impact assessments.

Staff will be consulted on the implementation of the scheme through the normal procedures that apply, and via the relevant trade unions.

(d) Pupils/Students

The disability equality scheme applies to all pupils/students, regardless of whether they receive some or all of their education at this school.

(e) Parents/carers and other persons

Parents, visitors and contractors and other persons coming on to the school site will be informed of our commitment to disability equality and will be expected to comply with the relevant aspects of our disability equality scheme.

Training and Development

We will review the training and development needs of members of the Governing Body as part of the annual process of reviewing the disability equality scheme. All members of the Governing Body are expected to undertake an induction programme to ensure that they are aware of the content of the scheme and its implications for the work of the Governing Body.

The training and development needs of staff will be considered as part of the arrangements for performance management. Relevant staff training opportunities will be funded and made available within the normal working day as well as through twilight sessions.

Breaches of Policy

Breaches of our policy on disability equality will be dealt with in accordance with the disciplinary provisions set out in the relevant school policy.

Harassment and Disability Discrimination

We will not tolerate disability related harassment and will deal with it through our relevant established procedures.

All staff are responsible for ensuring that incidents of disability related harassment or disability discrimination are recorded and referred to the relevant member of the senior leadership group.

We will monitor and report on such incidents on a regular basis.

Impact Assessment, Monitoring and Review

We will develop and review our arrangements for collecting data on disability and use this data to see whether our actions and policies benefit people with disabilities.

The policy will be monitored by the Resources Committee

The action plan included in this Scheme shows our plans for monitoring the impact of all our policies. We will update this aspect of the action plan at each annual review of our Scheme.

Our monitoring will cover pupils, staff and parents.

The headteacher will be responsible for collating and analysing data on disability.

We recognise the complex and sensitive nature of disability related data, and respect the rights of individuals to declare or withhold their disability status. We will also ensure that the information about an individual's disability is treated in confidence and strictly for the purpose of monitoring the operation and impact of this scheme.

Disability related information will therefore be recorded on the basis of each individual's self-identification. Such information will be treated as sensitive and confidential, and its collection and use will comply with the provisions of the Data Protection Act 1998.

The Governing Body will consider monitoring information in respect of the attainment of disabled pupils on an annual basis.

The Governing Body will review this Scheme on an annual basis.

Dissemination

Our target audiences for information the about this Scheme are our pupils, parents, staff and the general public. We will refer to information published in previous years to highlight significant trends and developments in our performance. Our annual publication plan and timetable is therefore included in the scheme's action plan and sets out how we intend to reach our target audiences.

Appendix A

OUR ARRANGEMENTS FOR MONITORING DISABILITY EQUALITY

Collecting Data to Monitor the Impact of Policies

In order of importance our monitoring arrangements focus on the policies, procedure and practices that:

a) in the school's Schedule of Policies are identified as 'high' priority for impact assessment
b) are new and so need to be assessed for the first time
c) are identified as 'medium' priority.

The job posts with particular responsibility for collating and analysing data on disability are:

Area of Policy/Procedure/Practice	Job title	Academic Year
Staffing Policies	Headteacher	2025-2026
Curriculum Assessment and Attainment Behaviour for Learning (including attendance and exclusions) Safeguarding	Deputy Headteacher	2025-2026
SEN including EAL Community and extended schools Performance Management	Headteacher	2025-2026
Health and Safety/Premises/Finances	Headteacher	2025-2026

The **monitoring methods** to be used are specified in the action plan within our Scheme are varied. The school will use:

Data collection: Statistical information relating to attainment, exclusions, SEN, admissions, staffing issues (e.g. recruitment, grievances, professional development, performance management) complaints, achievements will be gathered and analysed.

Analysis: The headteacher will provide short analyses of the qualitative and quantitative information that has been collected pointing out trends, developments, disproportionalities and any other anomalies in the outcomes for different groups].

Using the Information

The monitoring arrangements specified in the action plan for our scheme give the timescales for all the scheduled monitoring activities. This is to ensure that the information from these activities feeds into the school's business planning cycles appropriately.

The senior leadership team is responsible for ensuring that action is taken to address any adverse impact that may be identified through monitoring.

The responsible member of staff should prepare a short statement about the annual monitoring work and its outcomes for publication.

Our arrangements for publishing what we have done are shown in the Scheme's action plan.

Appendix B

OUR EQUALITY IMPACT ASSESSMENT ARRANGEMENTS

Guidance for the Conduct of Assessments

Our arrangements for assessing the impact of our policies on pupils, staff and parents consist of a rolling programme of disability equality [or **generic equality**] assessments of existing policies. We also require that new policies be assessed as part of the policy formulation process. This rolling programme prioritises those policies, procedures and practices in the school's Schedule of Policies that are identified as 'high' priority and then those identified as 'medium' priority.

There are many aspects of the work of the school that could be relevant for impact assessments. These include:

(d) Staff

- recruitment and retention;
- pay and rewards;
- training and professional development;
- performance management;
- consultation and involvement;
- grievance and disciplinary matters.

(d) Pupils

- admissions and attendance;
- teaching, learning and curriculum matters;
- progress, attainment and assessment;
- personal development and pastoral care;
- behaviour, discipline and exclusions;
- harassment.

(d) Other bodies

- governing body matters;
- parental consultation and involvement;
- collaborate with external bodies;
- contracting arrangements.

(d) Accessibility
Premises
Communications
Curriculum access
Involvement of disabled people

Our Key Policies for Disability Equality Impact Assessment

Policies seen by the school as being particularly relevant in terms of disability equality are those relating to: attainment, curriculum, accessibility, special educational needs, admission and attendance, pastoral care, harassment and bullying, good community and race relations, staff recruitment and career development, discipline and exclusion, health and safety, membership of the governing body, partnership, procurement.

Policy	**Review Cycle** *(*Indicate below whether the relevant policy is due to be reviewed after 1, 2, or 3 years).*	**Priority for Disability Equality Impact Assessment** *(Indicate below whether the policy is seen as High/Medium or Low priority)*
Accessibility Plan	1	High
Charging & Remissions Policy	3	Medium
Safeguarding Policy	1	High
Collective Worship Policy	3	High
Complaints Procedure	2	Medium
Curriculum Policy	1	Medium
Freedom of Information Publication Scheme	3	Medium
Health & Safety Policy	1	High
Home School Agreement	3	Medium
Performance Management Policy	1	High
Behaviour Policy	1	High
Attendance Policy	1	High
Race Equality Policy	3	High
Sex and Relationship Education Policy	3	High
SEND Policy	2	High
Pay Policy	1	Medium
Performance Management Policy	1	High
Absence Management Procedures	2	High
Disciplinary Procedure	1	Medium
Grievance Procedure	1	Medium
Capability Procedure	1	Medium

The Form and Purpose of our Impact Assessments

The disability equality impact assessment will

- Monitor a policy, procedure or practice for any adverse impact in terms of disability; or ,
- Assess and consult on the likely disability equality impact of a proposed new policy, procedure or practice

The assessment will:

- Make sure that pupils, staff, parents and the public have access to information
- Involve and consult disabled people at each stage of the process
- Highlight training and support needed by staff to enable them to ensure the quality and equality of the service they provide.

The assessment must:

- Get to the 'core issues and priorities' as quickly as possible
- Satisfy stakeholders, both internally and externally, that it has been a sufficiently rigorous exercise – in proportion to the importance of the issue and the nature of the policy, procedure and practice that is being assessed
- Identify what is working well and what needs to be improved
- Focus on outcomes and tangible improvements
- Establish disability equality issues within the school's wider review and decision-making processes.

Each assessment will have three stages. ***Stage 1***

Scoping

- Agreeing who will lead and carry out the assessment
- Developing an initial view of the key issues relating to the policy, procedure or practice under question
- Agreeing what is going to be assessed, how this will be done and developing a realistic timetable.
- Getting feedback and advice by opening up the assessor's initial views to the views of stakeholders.
- Considering the evidence and the issues relating to disability equality, diversity and social cohesion that will provide the initial focus of the impact assessment.

Before beginning the main assessment, the person conducting it will offer an initial view of what they think are the main disability equality issues in relation to the policy, procedure or practice being assessed. This should be based only on the perceptions of the person conducting the assessment.

Things to consider:

- What is the impact of the policy, procedure or practice in relation to disability?
- How do you think that the policy, procedure or practice currently meets the needs of disabled people within the school?
- Do you think that the policy, procedure or practice contributes to promoting disability equality, diversity and community cohesion within the school? If so, in what way?
- What regular consultation does the school carry out with different communities and groups regarding different aspect of the policy, procedure or practice?
- How are disabled people involved?
- Are there any examples of good practice or positive measures to increase access?
- Do you think that the policy procedure or practice presents any barriers to any community or group?

This initial view will then be shared with disabled pupils, staff and parents as well as relevant colleagues, governors, external stakeholder groups and advisers to help identify any gaps in it.

Stage 2 Assessment

This stage begins by recollecting what external stakeholders and/or advisors may have said about the initial view that was taken of the policy, procedure or practice.

The aim of the assessment is to identify whether the policy, procedure or practice has an adverse impact upon disabled people and other groups or communities and how it might affect the promotion of positive attitudes towards disabled people.

The assessment should ultimately produce solutions, which help remove any barriers, which are identified.

This stage has two parts. The first part concentrates on the aims of the policy, procedure or practice in question. The second part looks at the practical implementation of the policy, procedure or practice.

Some things to consider for Assessment Part 1:

- What specific need is the policy/procedure or practice designed to meet?
- What are the current priorities?
- Could these be in conflict with equality of opportunity, promoting positive attitudes towards disabled people?
- Do you think that there are any aspects of the policy, procedure or practice that could contribute to inequality?
- Is there evidence of how the policy/procedure or practice contributes to improving the quality of life of specific communities or groups within the school? Is there any data available which demonstrates this?
- Are there examples of good practice that can be built on?
- Does the policy, procedure, or practice include measures designed to promote equality of opportunity?

- Are the aims of the policy, procedure or practice consistent with wider school polices on equality, diversity and social inclusion. For example, do they help reduce tensions, close achievement gaps, value diversity and increase a sense of belonging amongst different communities or groups?

Some things to consider for Assessment Part 2:

- What do available data and results of any consultations show about the impact of the policy, procedure or practice?
- How do current practices affect disabled people with different needs?
- If there is adverse impact, what are the reasons for this? Consider direct or indirect discrimination.
- What practical changes would help reduce any adverse impact on particular groups or categories of disabled people? For example, changes in communication methods, reasonable adjustments, changes in eligibility criteria, amended programmes or adoption of outreach approaches.
- What can be done to improve access to and take up of the service provided or understanding of the policy procedure or practice? For example, increased awareness among staff, staffing profile reflecting community needs, a more inclusive school ethos, disabled community input into programmes.
- What would be the benefits of making the above changes and are there any negative impacts that such an action would have on different communities in the school?

The process should not be so rigid, or so lengthy, that the central aims of improving the relevance of policies, procedure and practices are lost. Good data will be key to effectiveness, but problems in obtaining comprehensive data should not be allowed to hold up the assessment process.

The final assessment should be presented to disabled people within the school community, outside stakeholders and/or advisers for feedback, comment and advice before final decisions are taken on action.

Stage 3 Decisions and Action

Following any feedback, comment and advice from the outside stakeholders and/or advisers the person conducting the assessment should make recommendations for any changes to the policy, procedure or practice and these should then be referred to the senior leadership team or Governing Body for decision as appropriate.

Following approval by the Governing Body- and with the members of staff responsible for the policy area – the assessor should formulate an action plan for implementing any policy or procedural changes that have been agreed and set out the arrangements by which the policy or procedure, as amended, will continue to be monitored.

Finally, the assessor should prepare for publication a short statement of the race equality impact assessment, its findings and the action taken.

The arrangements for the annual publication of assessments are set out in the scheme's Action Plan.

Equality Information and Objectives

All pupils are treated equally at St Francis irrespective of: Sex; Race; Disability; Religion or belief; Sexual orientation; Gender reassignment; Pregnancy or maternity (the Act extended this protection to pupils).

The Equality Act places a duty on the school to publish the following information on an annual basis

Characteristics of our school population (as of November 2024)

Gender

	EYFS	KS1	KS2	Total
Girls	21	32	74	127
Boys	28	25	87	140
Total	49	57	161	267

Free School Meals

	EYFS	KS1	KS2	Total
FSM	9%	10%	24%	43%

Ethnic groups

	EYFS	KS1	KS2	Total
Any other Asian background	1	1	2	4
Any other Black background	0	5	7	12
Any other ethnic group	14	19	41	74
Any other mixed background	3	4	8	15
Black - African	14	23	71	108
Black - British	2	0	0	2
Black Caribbean	7	5	11	23
Refused	0	0	1	1
White - British	0	0	1	1
White - Irish	1	2	0	3
White - Irish Traveller	5	0	5	10

First Language

	Foundation Stage	Key Stage 1	Key Stage 2	Total
Akan (Twi/Asante)	0	1	4	5
Akan/Twi-Fante	1	0	4	5
Caribbean Creole French	0	0	1	1
Edo/Bini	1	0	0	1
English	25	33	70	128
Filipino	0	0	1	1
French	0	1	5	6
Igbo	1	0	4	5
Italian	0	0	1	1
Krio	1	0	4	5
Lingala	1	2	0	3
Luganda	0	0	2	2
Portuguese	1	0	0	1
Spanish	13	18	36	67
Tigrinya	0	0	1	1
Vietnamese	1	1	1	3
Yoruba	2	3	13	18

Special Educational Needs

	EYFS	KS1	KS2	Total
Education, Health and Care Plan	2	1	9	12
No Special Educational Need	0	1	2	3
SEN Support	6	10	29	45
Total	8	12	40	60

Admissions

St Francis RC Primary was founded by the Catholic Church to provide education for children of Catholic families using rites and liturgy of the Catholic Church. As stated in our Admissions Policy, priority will be given on the basis of faith criteria in cases where classes are oversubscribed in accordance with the criteria outlined in the policy

Collective Worship, Benefits, Facilities and Services

As a Catholic school, we celebrate specific events through the Catholic liturgical year. Our Catholic ethos permeates through the whole curriculum. Our faith is visible in every classroom with a focal prayer corner and cross. Daily acts of Collective worship take place in every class. Trips to our parish Catholic church are a part of school life and our parish priests are very involved through collective worship, class discussions on our faith and celebrating mass within the school. Parents have the right to withdraw their child from acts of collective worship if they so wish.

The Curriculum

At St Francis RC Primary school, we deliver the National Curriculum and adhere to curriculum guidance as set out by the Department of Education. Relationship and Sex Education is taught following the teachings of the Catholic Church and in line with our RSE policy. Parents have the right to withdraw their child from RSE lessons.

Attainment

Equality - All pupils have access to high quality provision targeted to support their individual needs.

Why - To ensure that every child makes good progress throughout their time at St Francis RC Primary School

How - High Quality teaching alongside additional targeted support