

DISABILITY EQUALITY SCHEME CONSULTATION QUESTIONNAIRE

The following questionnaire has been arranged in six sections, one for each of the duties on schools described in the Disability Discrimination Act. Each section begins with a statement of the duty as described in the Act and then asks about the school's performance in relation to that duty.

Certain sections and questions will be more applicable to you and others less so. Please feel free to **answer or omit** questions as you feel appropriate.

Each section of the questionnaire provides the opportunity for you to make additional comments about your experience of disability equality provision at Hanging Heaton (VC) Church of England Junior and Infants School and recommendations about the ways in which we can improve our current practice.

Our apologies for the length of this questionnaire and thanks in advance for your co-operation.

If you feel happy to identify your status please circle one of the groups below.

PUPIL PARENT STAFF GOVERNOR OTHER ADULT

OUTSIDE GROUP MEMBER: e.g. visitor/hirer

SECTION 1 - Schools have a duty to promote equality between disabled people and other people.

Are the school's facilities as equally accessible to you or any disabled person/people for whom you are responsible as they are to other people?

YES NO

If your answer was 'NO' please detail those facilities or areas of the school that are less accessible.

Have any alterations been made to the school building or facilities that have improved your access or that of the disabled person/people for whom you are responsible?

YES NO

Please provide details of these alterations.

Are there other alterations to the school building or facilities that could be made to improve the equal access of disabled people?

Promoting equality between disabled and other people is about more than the physical access to the school's facilities. Read the following statements and circle a number between 1 and 5 to indicate how well you feel the school is fulfilling its duty to promote equality. 1 indicates strongly agree and 5 strongly disagree, '0' indicates no evidence on which to base a judgement.

- The school shows a strong commitment to ensuring the equal treatment of all its pupils.

0 1 2 3 4 5

- The school shows a strong commitment to ensuring the equal treatment of all its employees.

0 1 2 3 4 5

- The school shows a strong commitment to ensuring that all groups using its premises promote equality of treatment for children and adults.

0 1 2 3 4 5

Please comment on any particularly good practice you have experienced about the school's commitment to equality of treatment or any ways we can improve our practice.

SECTION 2 - Schools have a duty to eliminate discrimination.

Do you feel that the school's ethos and practices are effective in eliminating discrimination?

YES NO

Any comments on how you have personally experienced effective practices would be helpful to ensure that they are included in the school's Disability Equality Scheme.

Have you or the person/people for whom you are responsible experienced any form of discrimination due to disability?

YES NO

If you answered YES please describe the form of discrimination you experienced, your satisfaction with the school's response to the incident/s and how the school could improve its practice if discrimination occurs.

SECTION 3 - Schools have a duty to eliminate harassment of disabled pupils / people that is related to their disability.

Have you or the person/people for whom you are responsible experienced any harassment that you felt was due to disability.

YES NO

If you answered YES please comment on how the incident/s was dealt with, your satisfaction with the school's response and how the school could improve its practice if harassment occurs.

SECTION 4 - Schools have a duty to promote positive attitudes towards disabled pupils / people.

Please circle a number 1 to 5 to indicate how effectively the school is promoting positive attitudes towards disabled pupils / people. Circle 1 for strongly agree, 5 for strongly disagree or, '0' (no evidence on which to base judgement)

- Other pupils have a positive attitude towards their disabled peers.
0 1 2 3 4 5
- Adults in school actively promote a positive attitude towards disabled pupils and adults in the school and wider community.
0 1 2 3 4 5

They do this by:

- showing a positive attitude themselves.
0 1 2 3 4 5
- their response when other children show anxiety or any other negativity in their attitude to disabled peers.
0 1 2 3 4 5

- The school is an inclusive community through which positive attitudes towards disabled people is nurtured.

0 1 2 3 4 5

- The school's curriculum helps to educate pupils so that they develop positive attitudes towards disabled people.

0 1 2 3 4 5

If you wish to provide additional detail about the ways in which the school promotes positive attitudes towards disabled people please **add an additional sheet**.

SECTION 5 - Schools have a duty to encourage the participation of disabled pupils / people in public life.

For parents / carers of pupils / pupils

The school has a variety of opportunities for pupils to participate in the wider aspects of its community life. Please indicate if you feel that the school encourages and enables to the best of its ability you, or your child's participation in the following aspects of its community life.

- Peer support such for others e.g. older children playing with younger children(Playground Friends)

YES NO

- Playing with other pupils.

YES NO

- Individual decision making through expressing his/her views of school

YES NO

- Community decision making through taking part in class and school councils.

YES NO

- Social responsibility such as being a playground friend.

YES NO

- Extended school activities such as after school clubs and visiting sports' coaches.

YES NO

- Opportunities for involvement with the wider community such as helping local pre-school children when they visit.

YES NO

If you feel that you, or your child is discouraged from participating in any of these opportunities due to the failure of the school or those using its facilities to make proper provision for his/her disability please explain what form this takes. Your suggestions for how you /he/she could be enabled to participate would be welcomed.

For parents / carers

The school has a variety of opportunities for parents/carers to participate in the wider aspects of its community life. Please indicate if you feel that the school encourages and enables to the best of its ability your participation in aspects of its community life. For example at:

Parents' Evenings

YES NO

Social Events

YES NO

Parental participation to support pupils' communication, learning and socialisation skills either within the school day or within the extended services which the school provides e.g. Parent Workshops

YES NO

Parents accompanying pupils on school trips

YES NO

Parental participation to support the sporting activities provided by the school

YES NO

School Staff

What more could the school do for staff (both teaching and non-teaching) to ensure that every member of staff fully participates, or has the opportunity to take responsibility for various activities of school life?

Do members of the school staff perceive that there are obstacles to your career progression?

YES NO

If yes, what more could the school do to remove barriers to your progression?

SECTION 6 - Schools have a duty to take steps to meet disabled pupil's / people's needs even if this requires more favourable treatment.

Please list the steps, of which you are aware, that have been taken by the school to meet your needs or those of the person/people for whom you are responsible.

If you organise a group who use the school's facilities please list the steps you are currently taking to meet the needs of disabled pupils and adults and also any future actions you plan to take to improve your provision.

Thank you for taking the time to complete this questionnaire. Your help is greatly appreciated and will enable us to continue to develop Hanging Heaton (VC) Church of England Junior and Infants School as an environment where every individual knows they have equal worth and has equal access to its facilities.