



*Learning together, valuing all,
enjoying and achieving*

DISABILITY EQUALITY POLICY

Date by which the policy was last reviewed: **October 2022**

Signed by Chair of Teaching & Learning Committee: *Jackie Alderson*

Disability Equality Policy

This policy supports the school's Vision and Mission, revised in 2021:

Vision

A caring school community, where everyone can grow, learn and adapt for the future to achieve personal success.

Mission/Purpose

An inspirational and motivated team who are dedicated to:

- Valuing and developing the personal character of all learners
- Ensuring high quality teaching of a deep and rich curriculum
- Broadening horizons and widening opportunities for all

...through building strong relationships, and engaging all members of the community in a warm, diverse and inclusive environment.

Introduction

The school is committed to ensuring equal treatment to all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We firmly believe that every single child matters.

The school will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

Duties under part 5a of the Disability Discrimination Act (DDA) require the Governing body to

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- Prepare and publish a disability equality scheme to show how they will meet these duties.

The DDA also requires the governing body to plan to increase access to education for disabled pupils in three ways.

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the environment of the school.
- Improve the delivery of information.

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

Definition of disability

A disabled person is someone who has a **physical or mental impairment** that has a substantial or **long term** adverse effect on his or her ability to carry out **normal day to day activities**.

- **A physical or mental impairment** includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.
- **Long Term** means an impairment that has lasted at least 12 months or is expected to last at least 12 months.
- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eye sight, memory or ability to concentrate, learn or understand, perception or the risk of physical danger.

The General Duty

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons -This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

How we will meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

The main actions to be taken in the next three years to promote disability equality are described in the school's Accessibility Plan. This plan will run in conjunction with the School Development Plan and Buildings Development Plan.

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan, however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents. In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- The extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- The practicality of the adjustment
- The availability of financial assistance
- The financial burden of making the adjustment
- The size of the school

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom
- in the school curriculum
- at all times and in all parts of the building

and when

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

The Scheme: The Specific Duty

General Duty Main Actions	Action
Promote equality of opportunity	<ul style="list-style-type: none"> • Reference school accessibility plan. • As an equal opportunities employer we would ensure that reasonable steps were taken to enable a member of staff with a disability was able to participate fully in school life. • Actively seek views of pupils, staff & users of the school. • Reference SEN policy. Utilise children's support services e.g. PMIS
Eliminating Discrimination	<ul style="list-style-type: none"> • Ensure staff training includes consideration/implications towards any disability. • Ensure health and safety considerations are met and relevant training provided e.g. manual handling. • Ensure policy review considers the impact of disabilities • Lesson planning considers full involvement of pupils with disabilities
Eliminating Harassment	<ul style="list-style-type: none"> • Reference anti-bullying policy (reviewed annually) • Reference SEAL PSHE programme of work
Promoting positive attitudes	<ul style="list-style-type: none"> • Staff actively encouraging understanding by pupils of the impact of disabilities on accessing the curriculum. • Ensuring that there are positive images in school books and other materials
Encouraging participation in Public Life	<ul style="list-style-type: none"> • Ensure opportunities are taken to provide positive role models of disabled people where possible
Taking steps to meet disabled peoples' needs, even if this requires more favourable treatment.	<ul style="list-style-type: none"> • Visitors to the school – practical steps are taken to ensure visitors' needs are met .eg. disabled toilet facility, disabled access parking in close proximity to the school, preferential seating when required, assigning a person to support where necessary. • Pupils – Ensuring that their needs and wishes were taken into account when making decisions regarding participation in school life. eg inaccessible location of computer suite- enables pupils to use other stations with choice of peers if necessary, being sensitive to pupils' feelings with regard to participation in some events such as sports day. • Staff – training where necessary • Refer to first-aid/medicine policy.

Information gathering to support monitoring and review

The school collects data to help monitor the impact of its policies. Data collected with reference to this policy will include information on:

- Pupil Achievement, data analysis, pupil progress meetings, SEN surgeries, IEP reviews
- Learning Opportunities - i.e. take up of courses/external visits
- Exclusions
- Social Relationships
- Employing, promoting and training disabled staff
- Communication with pupils, parents, staff and users of the school

The policy and scheme will be made available on request. The Governors' Finance and Environment committee will review progress on a regular basis and details will be recorded in the minutes.

In the future governors will align the Accessibility Plan and Disability Equality Policy so that they will be reviewed and amended at the same time.

Linked documents: Single Equality Scheme Statement, Equal Opportunities Policy

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