



## DISABILITY EQUALITY SCHEME

### Introduction

In accordance with our school values, we will respect the equal human rights of all our pupils and to educate them about equality. We also respect the equal rights of our staff and other members of the school community. We will comply with the relevant legislation and implement plans in relation to race equality, disability equality and gender equality.

### Responsibilities

The Governing Body recognises its duty to:

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

The Governing Body plans to increase access to education for disabled pupils by:

- increasing the extent that disabled pupils can participate in the curriculum;
- improving the environment to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information for disabled pupils.

The headteacher is responsible for:

- making sure the Equality Scheme and its procedures are followed
- making sure all members of the school community know about the Equality schemes
- producing regular updates about the scheme
- giving the staff opportunities for training regarding equality issues
- taking action in cases of harassment and discrimination, including all forms of bullying.

All staff are responsible for:

- dealing with all racist, homophobic and other hate incidents
- recognising and tackling bias and stereotyping avoiding all forms of discrimination
- promoting equal opportunities and good race relations
- keeping up to date with training and the law on discrimination.

The headteacher and the PSHE & C co-ordinator are responsible for dealing with reports of any incidents.

### Definition

The DDA defines a disabled person as someone who has:

‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

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## Definition of the terms

physical impairment	includes sensory impairments
mental impairment	includes learning difficulties and an impairment resulting from or consisting of a mental illness
substantial	more than minor or trivial
long-term	12 months or more

The DDA's definition includes a wide range of impairments including hidden impairments such as dyslexia, autism, speech and language impairments, and attention deficit hyperactivity disorder (ADHD). These are all likely to amount to a disability, but only if the effect on a person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on a person's ability to carry out normal day-to-day activities.

The test of whether an impairment affects normal day-to-day activity is whether it affects one of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

## **The purpose and direction of the scheme**

- The scheme will show how the school promotes disability equality for disabled pupils, staff and parents.
- The scheme incorporates the vision and values agreed in the aims of the school.
- The scheme will incorporate the requirements of accessibility plan agreed by the staff and governors.

## **Involvement of disabled pupils, staff and parents.**

- The scheme will be reviewed by a working group consisting of disabled pupils, parents of disabled pupils, disabled people interested in developing the scheme, the headteacher, staff and governors.
- Requests for help will be periodically sent out in the school newsletter.
- The working party reports to the Governing Body.

## **Information Gathering**

### Recruitment, development and retention of disabled employees

- Existing staff will be given a disability disclosure form for completion regarding disabilities, which will have a definition at the beginning.
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- Any disability disclosures made on an application form will be 'blanked out' before the selection process begins.
- New employees will be given the disability disclosure form after appointment.
- The information will be kept on the administration system for use when required by the governors, LA or DfES.

The benefits of a diverse workforce are recognised in the following school aims;

- to promote positive attitudes to gender, equality, cultural diversity and special needs.
- to enable each child to be as independent and self-sufficient as possible
- to promote the personal and professional development of all the members of staff.
- to publicise the positive aspects of school life within the wider community.

## Educational opportunities available to and the achievement of disabled pupils

- A record will be kept of the number of disabled pupils in each category of disability.
- An analysis of the SATs scores will be completed each year to compare the performance of disabled pupils.
- The analysis of performance in the Raiseonline document will also have an input to the subsequent action plans.
- All of these findings will be presented to the Governing Body for consideration and action at the Autumn term governors' meeting.

## Disabled parents, carers and other users of the school

- Parents of pupils new to the school will be asked if they have any disability or health conditions that may affect their attendance at the school or that may put them or their child at a disadvantage.
- Parents and carers will be told that this information is confidential to the school and will only be used to make reasonable adjustments to counteract any disadvantage; for example, moving a parent interview to a more accessible room.
- Existing parents will be asked to communicate any disability or health problems via the school newsletter.
- The emphasis will be on the benefits to their child and support available to them.

## **Impact Assessment**

- During the lifetime of the scheme, all existing policies will be reviewed by the working group.
  - The impact will be the raising of issues identified by the involvement of disabled people.
  - The governors will make judgements about the relevance and significance of the policies on disability equality. Then they will determine the necessary priorities for changes that may need to be made to improve equality of opportunity.
  - New policies will have an impact assessment as they are introduced.
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## **Identifying the main priorities and actions**

- The priorities set will be as a result of the information gathered and the messages given by disabled pupils, staff and parents.
- We will continue to improve information to and the involvement of disabled pupils staff and parents.

## Promoting equality of opportunity

- We will make reasonable adjustments for individual pupils to enable them to participate as fully as possible in every aspect of school life.
- Issues identified in the Accessibility plan will be addressed as part of the scheme.

## Eliminating discrimination

- We will raise awareness of the issues and provide staff training as required.
- We will review the impact of policies and make the necessary adjustments
- We will raise expectations in line with the school vision of 'everyone working together to achieve the very best for each child'.
- We will improve communications to disabled people connected with the school as outlined in the accessibility plan.

## Eliminating harassment

- Staff will be aware of and report any incidents of any kind of harassment .
- Staff will recognise and address any kind of bullying and harassment.
- We will involve the puPils in combating harassment.

## Promoting positive attitudes

Positives attitudes to disability will be promoted by;

- Staff modelling respectful attitudes to disabled people;
- Positive images in books and materials

## Encouraging participation in public life

We will continue to try and enlist disabled people on to the Governing Body, School Council, Parent Association and all other groups within the school.

We will promote positive images of disabled people in public life; e.g sports people.

## Meeting disabled people's needs

When ever feasible we will take extra steps to meet the needs of disabled pupils, parents and staff by providing extra resources such as;

- extra coaching or training
  - facilities at break and lunch times
  - interviewing all disabled applicants who meet the requirements of an
  - advertised job.
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## **Making it happen**

### Implementation

The scheme will be incorporated in the accessibility plan and will be monitored by the Governors' Finance and Buildings committee and with reports to the full Governing Body.

### Evaluation

The disability working party will evaluate the effectiveness of the scheme annually. The SIP and Ofsted may also make comment about the scheme.

## **Publication**

The scheme will be published as an accessibility and disability and equality scheme, which will be made available via the school prospectus and the newsletter. Copies of the scheme will be available to anyone who requests one.

## **Reporting**

Progress on the scheme will be reported to parents in the school prospectus and in the newsletter in September.

## **Reviewing and revising the scheme**

- Information gathered by the working party will be used to revise the plan as it is monitored through its lifetime.
  - The scheme is set up as a rolling programme, which will continue to have a three year life span.
  - Information will be gathered annually so that a three-year rolling programme is always on-going.
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