

Sacred Heart Primary School



Disability Equality Policy

Approved: November 2014

Review due: November 2015

This is a statutory policy and should be read in conjunction with the following policies:
Race Equality
Equal Opportunities
Special Educational Needs
Gifted and Talented
Child Protection

Introduction

Sacred Heart Primary School welcomes its general responsibilities under the Disability Discrimination Act 2005 and resultant Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This scheme sets out the steps of the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

School Ethos, Vision and Values

At Sacred Heart 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 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. Our admissions policy does not discriminate against disabled pupils.

Our commitment to this scheme builds on the progress already made at Sacred Heart Primary School in promoting disability equality and fulfils the requirement to have a Disability Scheme in place. By building on the good practice already established, we aim to continually develop our positive approach in promoting disability equality for all people and are determined to embed Disability Equality as a key aspect in all strategic planning.

The Scheme will be reviewed annually and revised as required by the governors. It will be supported by an action plan to improve disability equality derived from consultation with external agencies, learners of all abilities; local community disabled groups and staff. We value the input and diversity that individuals with disabilities bring to this process. It is intended that the scheme will provide an effective link between all members of the School community including all staff, parents, learners, service users and Governors.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that create barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

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 and long term health conditions

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 framework is broken down into 6 main areas:

- Promoting equality of opportunity
- Eliminating Discrimination
- Eliminating Harassment
- Promoting positive attitudes
- Encouraging participation in public life
- Taking steps to meet disabled peoples' needs, even if this requires more favourable treatment.

In order to meet these, the school has created an Accessibility Plan. These are the actions that will be taken in the next three years to promote disability equality. This plan will run in conjunction with the School Improvement Plan and will be subject to revision and amendment at the end of the three year period.

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled students 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 students and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled students and users. In planning developments to deliver this intention the school considers the needs of current and future students 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 school appreciates that in endeavouring to gather full and accurate information to support the development and monitoring of this policy the following considerations will need to be taken into account.

- Reassuring students, staff and parents about confidentiality
- Ensuring that the ethos of the school is conducive to trust and openness
- Emphasising how information may lead to beneficial adjustment being made
- 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 students
- disabled governors, parents, staff, and visitors feel able to fully participate and contribute to school life

Information gathering to support monitoring and review

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

- Student Achievement, data analysis, student progress meetings, SEN surgeries, SEN support record reviews
- Learning Opportunities - i.e. take up of courses/external visits
- Exclusions
- Social Relationships
- Employment data
- Communication with students, parents, staff and users of the school

The policy will be published on the school web site and be made available on request. The Governors' committee will review progress on an annual basis and details will be recorded in the minutes. There will be a more formal evaluation at the end of the 3 year cycle.

Checklist for school staff and governors

1. Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
2. Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?
3. Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
4. Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
5. Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
6. Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
7. Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events that parents or carers attend held in an accessible part of the school?
8. Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?