



Disability Equality Scheme

Our Disability Equality Scheme is in line with the Christian Ethos of the School

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 also firmly believe that 'Every 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. The scheme sets out the steps the Governing Body will take that will result in the improved outcomes for disabled pupils, staff, parents/carers in all aspects of school life, in the wider community.

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
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The Specific Duties

The Scheme must set out how the School will fulfil it's duties to promote disability equality. Disabled people must be involved in the development of the scheme. The plan should last for three years and be reviewed annually.

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 attached Action Plan.

This plan will run in conjunction with the School Development Plan and Building for the Future 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 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 the school, we appreciate 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 pupils, 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 deliver this intention the school considers the needs of current and future pupils and users of the school.

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:

- 1) The extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- 2) The practicality of the adjustment

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

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
- 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 from the School office. The Governors 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.

Monitoring and Review

This policy will be reviewed annually alongside all other Safeguarding policies.

Date:	September 2018
Date of review:	September 2019

The Scheme

The Specific Duty Reasonable adaptations made so far include:

- Disabled toilet in the main building
- Ramps to both outside classes and the Hall
- Ramps into the School Grounds from both entrances

General Duty Main Actions	Actions
Promote equality of opportunity	<ul style="list-style-type: none"> • As an equal opportunities employer we would ensure that reasonable steps were taken to enable a member of staff with a disability to be able to participate fully in school life. i.e. accessibility of working space.
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 PHSE 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: PSHE programme of study.



	<ul style="list-style-type: none"> • 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. • Visitors to the school – practical steps will be taken to ensure visitors' needs are met .eg. , 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 being sensitive to pupils' feelings with regard to participation in some events such as sports day.
Management of the Scheme	<ul style="list-style-type: none"> • Appoint a Governor with responsibility for the Discrimination Equality Scheme. • Ensure all staff know their responsibilities under the DES Act and implement throughout the School.
Reasonable Adaptions	<ul style="list-style-type: none"> • The Building the Future Committee to have an overview of adaptations needed when planning the new build and to take advise. 1. Door sizes/openings are appropriate. 2. Door furniture contrasts with door colour. 3. Ensure contrast in colours and at surface change. 4. Signage to comply to latest recommendations. 5. Appropriate lighting. 6. Door entry system/intruder alarm at appropriate height. 7. Gate catches to be easily used. • Teachers to ensure that planning is differentiated as necessary for all needs.