



## Disability Equality Policy

*"Working together  
with parents, church and community  
to create a distinctive environment  
where the unique nature of each child  
is respected and fostered"*

Consultation	Staff	Date:	Governors	Date: Jan 15
Ratified by Governors:	Jan 2015			
Review Date:	Spr 1 2016			
Link Policies	Equal Opportunities		Accessibility	
	SEND			
	Admissions			

Copies of this policy can be found:

- On the school's VLE in the Staffroom course
- In the Policy file in the PPA room

The following Appendices are attached:

1. Staff consultation document
2. Pupil consultation document
3. Parent/carers consultation document

## Introduction

St Helen's CE Primary School welcomes its general responsibilities under the Disability Equality Duty (December 2006) 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(1995);
- 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 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 & Values

At St Helen's 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 admission policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

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 creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

## Definition of Disability

The Disability Discrimination Act 1995 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'.

According to the Disability Discrimination Act, impairment is to be treated as affecting the person's ability to carry out normal day-to day activities, only if it affects one or more 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 and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although

the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.

### **Summary of school's duties under the DDA**

The DDA applies to schools in a range of different ways. In particular it applies to three main school functions:

- to the school in its main function of providing education to pupils
- to the school as an employer
- to the school as a provider of services to parents and carers and the wider public

### **How Disabled People have been Involved in the Scheme**

St Helen's CE Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

#### **Disabled pupils:**

- Discussion with pupils about issues as they arise.
- Discussion with parents at the annual review meetings for pupils with SEND.
- Discussion with parents and pupils when writing Support Plans.

#### **Disabled staff:**

- Discussion with staff in school about reasonable adjustments to meet their own particular needs.

#### **Disabled parents/carers:**

- Asking parents/carers to tell us about anything we could do to help to meet their needs.

#### **Disabled members of the local community:**

- We seek information from groups using the building about any specific adjustments required in order to meet their needs. There is wheelchair access to all areas of the building and disabled toilets.

#### **How we have gathered information on the effect of our policies and practices on disabled people.**

- To date this has been done through informal discussion.

#### **We recognise that our policies and practices may impact on disabled people and in particular on:**

- the recruitment, development and retention of disabled employees;
- the educational opportunities available to and the achievements of disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:

#### **Pupil Achievement:**

- Discussion with parents and the LA's Communication, Interaction and Access Team (CIAT) in order to meet the needs of pupils; addressing any issues that may impact on their welfare.
- Information from doctors/consultants to enable the needs of individual children to be met

#### **Learning Opportunities:**

- All pupils have the same learning opportunities though the curriculum will be modified to meet the needs of some SEND pupils.

#### **Admissions, Transitions, Exclusions:**

- Transition arrangements are in place to meet the needs of vulnerable pupils. Additional visits are organised to assess the ability of pupils with mobility problems to manage the movement around the high school.
- Pre-transfer meetings for pupils with disabilities begin 12 months ahead of the date of transfer so that all issues can be addressed. Parents are involved in these meetings so that their views can be sought.

#### **Social Relationships:**

- Almost all of our pupils started school together in the nursery at 3+ years. As a consequence they do not regard our special needs pupils differently to other pupils.
- Pupils with special needs are encouraged to take part in all activities in school.

#### **Employing, Promoting and Training Disabled Staff:**

- All staff have equality of opportunity for training and promotion.

#### **How we will assess the impact of our policies?**

In order to assess the Disability Equality Policy St Helen's CE Primary Academy will collect and analyse relevant monitoring data.

- Ongoing assessment is necessary to meet the needs of children and adults who are disabled as their needs can change over time.
- Changes in circumstances may result in the need to change practices in order to meet a change in a child/ adult's needs.
- Reviewing how policies impact on the needs of disabled pupils are ongoing.

- As an 'inclusive' school all staff are very aware of the needs of individual pupils and will put in place actions to meet these needs eg. Time with the learning mentor to talk about issues, avoiding situations in which children with ASD feel stressed, close outdoor supervision of children who find play situations difficult to manage.

Focus groups will be held in order that staff, students and pupils can comment and contribute to changes in policy and practice.

We will take account of the Disability Equality scheme when revising related policies eg, SEND, Equal Opportunities.

### **Our Action Plan**

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Scheme.

### **Reporting**

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

We will ensure that disabled people are involved in this process.

The annual report will be incorporated into other documents published by school annually including the school prospectus and school web site.

### **Revisiting the Scheme**

Our scheme will be reviewed and revised after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.

Dear Staff,

The Disability Discrimination Act requires that we update our policy and procedures for ensuring equality of opportunity for all.

The act describes a person with a disability as anyone who 'has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'.

In order to ensure we meet everyone's needs we are consulting all stakeholders (pupils, parents, carers and staff) for information and ideas.

We would be very grateful if you could answer the following question, we do not ask you to include your name with the reply, but need you to know that any information you share with us is guaranteed complete confidentiality.

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Do you feel there is any way in which school is not meeting your needs?

What could we do to meet your needs?

Pupil Name \_\_\_\_\_

	Yes	No	Comments
Do you take medicine all the time (including using an inhaler) or have ointment from the doctor all the time?			
Can you see what is written on the whiteboard or flipchart?			
Can you always hear when your teacher is talking to you?			
Do you like playtimes?			
Do you feel safe at playtimes?			
Is there anything that worries you about school?			

Dear Parent/Carer,

The Disability Discrimination Act requires that we update our policy and procedures for ensuring equality of opportunity for all.

The act describes a person with a disability as anyone who *'has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities.'*

In order to ensure we meet the needs of parents and carers along with those of pupils and staff we are consulting everyone for information and ideas.

We would be grateful if you could answer the following questions. We do not ask you to include your name in the reply and need you to know that any information you share with us is guaranteed complete confidentiality.

Do you feel there is any way in which the school is not meeting your needs?

What could we do to meet your needs?