

St Lawrence C of E (Aided) Junior School

Disability Equality Scheme

Disability Discrimination Act 2010

The duty to promote disability equality, or the general duty (of the DDA 2010), requires all schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and others
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

Our Disability Equality Scheme will outline how we will fulfil this duty and include a set of specific, measurable, achievable, realistic and time bonded targets in the form of an action plan.

School Context

The governing body and staff of the school recognise that all children are entitled to a broad and balanced curriculum and will endeavour to ensure that the needs of all children in the school are met, including those children who are disabled or who have special needs.

The school has a ramp at one of its entrance points to enable those who are wheel chair users to access the building and a lift to the first floor. We have toilets for those who are disabled. A sound field system has been fitted in the hall and classrooms (there is also a mobile unit) for those who are hearing impaired.

School's Duty

The governing body has a duty to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to

- produce and publish a Disability Equality Scheme
- to show how they will meet these duties.

The Disability Equality Scheme

The governing body is required to plan to increase access to education for disabled pupils in three ways, by:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

THE DISABILITY EQUALITY SCHEME

School's Aims and Values

At St Lawrence we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. The achievement of all pupils will be monitored on the basis of disability and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

At St Lawrence we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

St Lawrence aims to identify and remove barriers to disabled pupils in every area of school life.

St Lawrence has high ambitions for its disabled pupils and expects them to participate in all aspects of school life.

At St Lawrence our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

At St Lawrence we will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

Roles and Responsibilities

This Disability and Equality Scheme links to other specific policies and action plans that the school produces including the School Development Plan and Accessibility Plan.

This Disability Equality Scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. **Promoting disability and equality and raising the achievement of disabled pupils is the responsibility of the whole school staff.**

The Headteacher and Leadership team will promote disability equality and monitor achievement on the basis of disability.

The governing body will monitor the Disability Equality Scheme to ensure that its duty to promote equality of opportunity for disabled people is being met.

All staff will set suitable learning challenges for all pupils and respond to the needs of all pupils.

Pupils will be given equality of education, wherever possible, irrespective of disability.

Parents and carers who are disabled will be encouraged to participate in their child's education and appropriate steps will be taken to meet their needs.

Breach of the Policy

It is the responsibility of the Governing Body and the Headteacher to ensure that the policy is not breached by any stakeholder. Staff are aware of the expectations and will be held accountable should the policy not be adhered to.

Involvement of Disabled Pupils, Staff and Parents

Disabled pupils, staff, parents and disabled members of the community who may use the school facilities have been involved in developing the scheme. They have been given the opportunity to express their views in writing to the Headteacher, in person to the Headteacher or at a meeting to which all disabled parents have been invited.

Information Gathering

Disabled employees will be consulted annually. Monitoring of the recruitment, development and retention of disabled employees will be carried out annually by the Headteacher. Information re the education opportunities available to, and the achievements of, disabled pupils will be gathered annually. This information will support the annual review of the action plan.

Assessing the Impact of Policies

Feedback from pupils with a disability and also their parents and/or carers, will be used to assess the impact, and any outcomes, of policies and practices on disability equality.

Identifying the Main Priorities for the School

The school is going to take steps to meet the general duty under these headings as identified in the action plan:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation in public life

- Taking steps to meet disabled people's needs even if this requires more favourable treatment

Evaluation

The Disability Equality Scheme will be reviewed and evaluated annually by the Governors and the Headteacher in consultation with disabled people who use the school: pupils, staff, parents and carers.

Publication

A copy of the Disability Equality Scheme may be obtained electronically or in hard copy. Anyone wishing to receive a copy should make a request in writing to the school office.

Reviewed February 2019
Next Review February 2022

Appendices

CHECKLIST FOR SCHOOLS AND GOVERNORS (Appendix 1)

Information Gathering

Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision?

Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?

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?

Are disabled pupils given access to opportunities to participate in a range of activities, both in and outside of school hours?

Is bullying and harassment of disabled pupils monitored and is this information used to make a difference?

Are stereotypes in terms of disability actively challenged in both the classroom environment and in the playground?

Is the school environment as accessible and welcoming as possible to disabled people? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

Are disabled parents/carers encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?

Does the school take appropriate steps to meet disabled people's needs even if this requires more favourable treatment?

DEFINING DISABILITY (Appendix 2)

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as being disabled. 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.’

The definition covers a much larger group of children than most people think, estimated at 7% of all children.

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’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as twelve months or more.

Mental and physical impairments

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer and multiple sclerosis are included before they have an effect on the pupil’s ability to carry out normal day-to-day activities.

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
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Special educational needs and disability

Though the definition of disability comes from the DDA and the definition of special educational needs comes from the Education Act 2014, there is a significant overlap between the two groups of children. The definition of SEND includes all disabled children: a disabled child has special educational needs if

they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

IS TOM DISABLED? (Appendix 3)

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?

Mobility: getting to / from school, moving about the school and / or going on school visits?

Manual dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?

Physical co-ordination: washing or dressing, taking part in games and physical education?

Ability to lift, carry or otherwise move every day objects: carrying a full school bag or other fairly heavy items?

Continence: going to the toilet or controlling the need to go to the toilet?

Speech: communicating with others or understanding what others are saying; how they express themselves orally or in writing?

Hearing: hearing what people say in person or on a DVD, radio or recording?

Eyesight: ability to see clearly (with spectacles / contact lenses where necessary), including any visual presentations in the classroom?

Memory or ability to concentrate, learn or understand: work in school including reading, writing, number work or understanding information?

Perception of the risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted, or is it likely to last, a year or more?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered 'yes' to questions 1 to 4, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.