

# Hasbury, Church of England, Primary School

## Disability Equality Policy

Date written: Nov 07

Review: 2011,2014

### 1. School Ethos. Vision & Values

#### Every day, every child, happy to learn

We seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals. All that we do in our school is under-pinned by Christian values.

The School is committed to ensuring equal treatment of 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.

This School will not tolerate harassment of any disabled adult/child or pupil who is a carer of a disabled parent(s).

#### 1.1 What do we understand by "disability"?

"Disability: is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995 Part 1 para. 1.1.). This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognized has been removed.
- The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

The definition extends to those who have had a disability. ( DDA 1995 Part 1 para 2. - (1) The provisions of this Part and Parts II and III apply in relation to a person who has had a disability as they apply in relation to a person who has that disability.)

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The School recognizes that social, educational and behavioural difficulties are part of this definition.

## **1.2 Schools Strategic Priorities**

**Learning** - all pupils are taught according to need.

**Environment** - We have the following in place:-

- Disabled toilet in the Upper Years',
- Disabled toilet in the Community room in the Early Years' building.
- Two disabled lifts in the Upper Years' building
- A ramped entrance with an automatic door and a reception hatch at wheelchair height.
- Access into the Early Years' through a ramped entrance into the hall which allows access into year 1 and year 2 classrooms.

The obligations under the DDA are entirely congruent with the school's obligations to deliver high quality learning opportunities and provision of care for every member of the school community.

## **1.3 Strengths & Weaknesses**

The school has made great strides in promoting equality in recent years through:

- ❖ The provision of external ramp to main entrance
- ❖ Inclusion of every child matters to meet the needs and abilities of all students

The school building needs further improvement to allow full access to wheelchair users.

## **2. 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.

(DDA 2005 S.49A)

### **3. 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 school's Accessibility Plan. This plan will run in conjunction with the School Development Plan and Buildings Development Plan and will be subject to revision and amendment at the end of the three year period.

#### **3.1 Involvement of Disabled People in Developing the Scheme**

Responsibility for developing this scheme lies with the head teacher, SENCO, a School Governor, parent of disabled child, a member of the SEN team.

##### **- Developing a voice for disabled pupils, staff and parents/carers**

Disabled pupils and their parents and other disabled members of the school community will be involved in devising, monitoring and evaluating this scheme.

Pupils and their parents will have a direct voice into this scheme through review with the head teacher and IEPs.

#### **3.2 The Governing Body**

Membership of the Governing Body is open to all eligible persons irrespective of disability. Members of the Governing Body are encouraged to visit school to aid monitoring of measures taken to ensure that Every Child Matters.

### 3.3 Removing physical barriers

See the School's Accessibility Plan.

#### Disability in the Curriculum, including teaching and learning

See the School's Accessibility Plan.

- ❖ **Eliminating harassment and bullying** The school has adopted LA policies on harassment at work. The school's Anti Bullying Policy is regularly monitored and reviewed by a team of staff, parents, Governors and students.

#### **a 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 deliver this intention the school considers the needs of current and future pupils 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.

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 pupils

### 3.4 School Facility Lettings Use by the community

We have improved accessibility of the school to disabled users. It is important that community users have full access to all areas of school and hirers/users are asked to discuss their requirements with school staff when booking premises.

### **3.5 Link with the PCT**

The school has a nurse who is available throughout the term on request. Notification of visits are published in the weekly newsletter. She provides a direct link between school and health care professionals dealing with our pupils and their parents. The nurse plays a leading role in helping the school anticipate and plan for the needs of current and future disabled users of the school.

### **3.6 Information, Performance and Evidence**

The school will collect data annually to help monitor the impact of its policies. Data collected will include information on

- a. Pupil Achievement
- b. Learning Opportunities - i.e. take up of courses/external visits
- c. Exclusions
- d. Social Relationships
- e. Employing, promoting and training disabled staff

### **3.7 Reviewing/Monitoring**

The scheme will be monitored during the year through the annual review by a team of staff and Governors. The views of those pupils (and their parents) affected by the policy will be sought during IEP reviews and via other means if the pupil is not stated. There will be more formal evaluation at the end of the three year cycle. The school will use the information gathered to up date and amend the policy, setting new targets in the accessibility strategy to further the aims of the school in this area.

**Review Date: June 2010**

**Senior Member of Staff Responsible: The Head Teacher**

Day-to-day responsibility for the implementation and monitoring of the policy will be the SENCO.

**Governor Responsible: Father Rob**

**Date of Policy: June 2007.**