



Spaldwick Community Primary School Disability Equality Policy

Person Responsible: Headteacher, Governors
Review Date: Annually
Distribution to: All staff, Governors

Policy written September 2016 by Rachel Prior and agreed by Governors

January 2020: Policy reviewed by Louise Worrell and Governors

Next Review: January 2021

Policy Statement

1.1 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 people with disabilities are not treated less favourably in any procedures, practices and service delivery.

1.2 "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" (Disability Discrimination Act (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 recognised 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 pupils with disabilities may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

The purpose and direction of the school's Disability Equality Policy

2.1 At Spaldwick Community Primary School, we are committed to achieving equality for all pupils, their parents and carers, staff, governors and other users of the school. This is reflected in our school aims. 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 .

2.2 Part 5A of The DDA, (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between people with disabilities and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- promote positive attitudes towards people with disabilities
- encourage participation by people with disabilities in public life

2.3 Duties in Part 4 of the DDA require the governing body to plan to increase access to education for pupils with disabilities in 3 ways:

- increasing the extent to which pupils with disabilities can participate in the school curriculum;
- improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- improving the delivery to pupils with disabilities of information which is provided in writing for pupils without disabilities.

2.4 This policy sets out how we will meet these general duties and should be read in conjunction with our Accessibility Plan. It is the responsibility of the whole school community to implement this policy in a manner which promotes the inclusive ethos of our school.

Implementation

3.1 The production of this Disability Equality Policy provides us with a framework for integrating disability equality into all aspects of school life and demonstrates our commitment to meeting the required duties. The main actions to be taken to promote disability equality are described in the school's Accessibility Policy. This Accessibility Policy will inform the School Development Plan and Premises Plan and will be subject to revision and amendment at the end of each school year.

3.2 The school will gather information to enable us to meet the required duties as follows:

3.2.1 Pupils and staff with disabilities are identified through self-declaration, recruitment and selection procedures, admission forms, and through meetings with relevant staff. Data protection legislation will be observed in sharing this information. Parents/carers, governors and other school users with disabilities are identified through self-declaration. Data protection legislation will be observed in sharing this information. We explain to parents/carers, staff, governors, community users and pupils why the information about disability is needed.

3.2.2 The gathering of information about staff with disabilities will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- attract a wider field for recruitment, including people with disabilities
- retain the experience and skills of employees who develop disabilities during their working life and avoid the costs of recruiting and training new people;
- develop in-house expertise about what staff with disabilities and/or pupils may require;
- provide role models for children and young people;
- bring different life experiences and new skills to the school; and
- help foster good relations with all employees by showing that everyone is valued and treated fairly.

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of staff with disabilities.

3.2.3 Information collected about children and young people with disabilities will contribute

towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- satisfaction and enjoyment levels across a range of school activities;
- aspirations and ambitions for the future;
- successful transition into the next stages of education, training or employment;
- access to school trips;
- involvement in after school clubs and activities;
- attainment and achievement of learners with disabilities.

3.2.4 Information collected about parents with disabilities will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with the school. It is our aim to:

- use people with disabilities preferred means of communication when contacting parents, meeting with them or sharing information with them;
- ensure parents with disabilities are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements;
- give parents with disabilities priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;
- give parents with disabilities preferential parking rights;
- ensure the needs of young carers are met.

3.2.5 Information collected about governors with disabilities will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- the accessibility of meetings for governors with disabilities;
- the accessibility of other governors activities.

3.2.6 Information collected about users of the school with disabilities will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- encourage community groups to ensure their activities are accessible;
- give due regard to community users with disabilities when revising school policies and procedures.

3.2.7 The SENDCo keeps a record of the children who meet the legal definition of disability.

Monitoring, Evaluation and Impact Assessment

4.1 In line with the DRC guidance, impact assessments will involve people with disabilities at an appropriate point. However, the school recognises that its

commitment to involving people with disabilities should not become burdensome on them. In some instances, the involvement of people with disabilities might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

As necessary / appropriate, people with disabilities will be involved in the following ways:

- a consultative group of pupils, staff and parents with disabilities will be involved in the review of all relevant policies and procedures and the establishment of all new policies and procedures
- parental surveys give opportunity for people with disabilities to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability
- pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability
- staff with disabilities will be offered regular meetings with their line manager to discuss how the school can best enable them to work
- children and young people with disabilities will be offered regular meetings a named adult to identify any perceived difficulties. Any relevant information will be passed to the Headteacher and Chair of Resources for action.
- We do not presume that the views held by the parents of a child or young person with disabilities are shared by that child or young person and therefore always seek to gain the views of both parent and child.
- When seeking the views of people with disabilities, we use their preferred means of communication.

4.2 Wherever possible, evaluative data to show the impact of policies on people with disabilities will be collated (as outlined in the school's Accessibility Policy). Anecdotal evidence will also be used, e.g. informal feedback from a person with disabilities about the impact of a policy or procedure.

4.3 When policies are scheduled for revision, this scheme will be referred to as appropriate. All future policies, procedures and practices will be assessed as they are written or planned, prior to ratification. This will be facilitated in the following way: The Governors' Resources Committee will review policies and check against the requirements of this scheme prior to passing to the full governing body. Equality issues will form a standing agenda item at Resources Committee meetings. Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for people with disabilities.

Reporting

5.1 Reporting will bring together details of:

- information gathered during the year

- how that information was used
- action points completed during the year and those that are ongoing.

5.2 People with disabilities will be involved in the process as described in section 4.1 of this policy. This report will form part of the governors' Annual Report are the Headteacher and Chair of Governors.

Review

As part of the annual review of this policy, the school will use the monitoring and evaluation undertaken as part of the school's Accessibility Policy and information gathered to see if actions that the school has taken have affected opportunities and outcomes for pupils, staff and parents with disabilities and to identify any necessary policy changes.

Signed by the Chair of Governors

The Headteacher will be responsible for initiating the review of this policy.