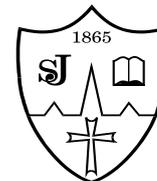


St. James' C of E Primary School

Disability Equality Policy

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Written by: Mrs Lisa Harford
March 2015
Reviewed March 2016



The Disability Discrimination Act 2005 required all public authorities, including primary schools, to produce and publish a Disability Equality Scheme.

The purpose of the Disability Equality Scheme is to improve equality of opportunity for all disabled people using the school. St. James' C of E Primary School's Disability Equality Scheme will demonstrate how we as a school will ensure that the requirements of the Disability Discrimination Act 2005 are met.

Introduction

St. James' C of E Primary 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 or service delivery.

This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment. St. James' C of E Primary School recognises that 'disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole'.

What do we understand by 'Disability'

'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities (DDA 1995 Part 1 Para 1.1). Disability Equality in Education (DEE) recommends that all pupils with Special Educational Needs be included as disabled for the purposes of the Act.

Behavioural difficulties arising from physical or mental impairments or from mental illnesses are also included.

In our school people with disabilities include people with sensory impairments/any child with Special Educational Needs/ADHD and other disorders as well as Aspergers and other syndromes/physical disabilities that may not also imply SEN. As well as a register of SEN, the school will maintain a register of disabilities in order to ensure that needs are known and appropriate provision is made.

How we will meet the general duty and 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 (to produce a Disability Equality Scheme for our school).

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 school will do this through –

- direct positive teaching, enlisting the support of disabled people as role models
- the creation of a culture and ethos that values ALL members of the school community and recognising the uniqueness of every individual.
- providing appropriate support to enable disabled members of the school community to participate in all activities and fulfil their potential
- embedding our culture of openness and inclusion into every aspect of the school's work.

Involvement of Disabled People in Developing the Scheme

- Pupils, staff, parents, carers and disabled members of the community who may use school facilities are involved in developing the scheme and identifying
- actions, and the School will seek to improve and develop its information gathering systems to improve access to the site and services.
- to comply with the DDA requirements we will consider in particular
- the educational opportunities and achievements of pupils
- the recruitment, development and retention of disabled employees

Gathering information will be an ongoing process. We will collect data about disability over time and analyse our policies and procedures in the light of our findings to prepare a Disability Action Plan (see Appendix 1). Progress against the plan will be monitored, and further opportunities to promote equality will be included in subsequent Action Plans.

The scheme will be published to all parents, carers and user groups.

Links between School Policies,

The Accessibility Plan and The Disability Equality Scheme

This scheme relates to

the Access Plan to improve accessibility

the School Development Plan

equal opportunities and anti-bullying policy

SEN policy

**APPENDIX 1
DISABILITY
ACTION PLAN
2015 –
2018 Priority**

| | Action Required | Success Criteria | Time Scale | Responsible Person |
|---|---|---|---|--------------------------------------|
| Review inclusivity | Form working group. | Developments to approach to inclusivity | Ongoing, annual review | Working group |
| Gather data on performance of pupils identified as having disabilities | Compilation of results and progress data for focus group. | Data compiled, analysed and evaluated. | Ongoing, annual review | SLT |
| Review equal opportunities and anti-bullying policies to ensure effective inclusion of disability awareness | Working group to scrutinise policies. | Policies reviewed | Anti-bullying annual Equal Opps. September 2015 | Curriculum Sub-Committee and SLT |
| Improve facilities in classrooms, outdoor and hall for people with vision impairments | Vision support lowered ceiling in class 4 for better acoustics for visually impaired and hearing impaired pupils. | People with vision impairments aided | By review | SLT Governors' Premises Committee |

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