



South Hiendley Primary School

DISABILITY EQUALITY SCHEME POLICY

Headteacher: Mr S Walker

Last reviewed on: September 2020

Next review due by: September 2021

Signed (CoG):

A handwritten signature in blue ink, appearing to read 'C. Foy', is written on a grey rectangular background.

22nd October 2020



Introduction

South Hiendley Primary School welcomes its general responsibilities under the new Disability Equality Duty 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;
- 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 South Hiendley Primary 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 admissions 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.

How Disabled People have been Involved in the Scheme

South Hiendley Junior, Infant and Early Years 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:

- We have identified our disabled pupils
- We have organised opportunities for our disabled children to ensure that we listen to their views in informal settings.

Disabled staff:

- We have asked all staff to identify any barriers that affect them and how we can plan to overcome them.

Disabled parents/carers:

- We have given all parents/carers the opportunity to identify any barriers and how we can improve the way we meet their needs.

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

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

- the recruitment, development and retention of disabled employees;
- on 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:

Data collection from teacher assessments (both formal and informal)

Liaison with parents/carers in order to gain a clear understanding of achievements at home.

Liaison with other agencies to gain a clear understanding of achievements outside of school.

Liaise with all adults involved in care and guidance of the pupil.

Learning Opportunities:

Target setting for pupils with learning difficulties through IEPs.
Provision map monitoring.

Admissions, Transitions, Exclusions:

Transition opportunities include visits to other settings, liaison with a wide range of agencies, working in partnership with parents and next settings to ensure a smooth process.

Admission and exclusions will be carried out in accordance with school policies.

Social Relationships:

All staff will ensure that any disabled pupils are given full support in establishing and maintaining social relationships.

How we will assess the impact of our policies?

We will assess our impact in the following ways:

- Using feedback from all stakeholders
- Monitor the participation of disabled pupils in school activities
- Monitor the effectiveness of IEP targets
- Analyse achievement and attainment of disabled pupils
- Monitor and timetable revision of all policies linked to disability equality.
- Monitor the way in which disabled people have been involved in the development of policies
- Monitor any exclusion figures
- Maintain and evaluate records of disabled pupils
- Ofsted inspections
- Analyse complaints and parental comments
- Analyses of the involvement of disabled pupils in areas of school life that extend beyond the formal curriculum.

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.

Our Action Plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.

Our existing accessibility plan outlines the steps we are taking to improve:

- curriculum access
- provision of information to disabled pupils
- physical access

We have now incorporated this plan into our overall Disability Equality Scheme action plan.

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.

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.