



Dry Drayton CE (C) Primary School

Disability Equality Policy

December 2017

1. Introduction

The school is committed to ensuring equal treatment to 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. We also firmly believe that “**Every Child Matters**”.

The school will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

Duties under part 5a of the Disability Discrimination Act (DDA) require the Governing Body to:

- promote equality of opportunity for disabled people; pupils, staff, parents, carers and other people who use the school or may wish to
- prepare and publish a disability equality scheme to show how they will meet these duties.

The DDA also requires the Governing Body to plan to increase access to education for disabled pupils in three ways.

- increase the extent to which disabled pupils can participate in the curriculum
- improve the environment of the school
- improve the delivery of information

This scheme and the accompanying action plans set out how the Governing Body will promote equality of opportunity for disabled people.

2. Definition of Disability

A disabled person is someone who has a **physical or mental impairment** that has a substantial or **long term** adverse effect on his or her ability to carry out **normal day to day activities**.

- **A physical or mental impairment** includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.
- **Long Term** means an impairment that has lasted at least 12 months or is expected to last at least 12 months.

- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand perception or the risk of physical danger.

3. 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

4. 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, 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.

5. Involvement of Disabled Pupils, Staff and Parents

In developing this scheme the school have consulted with the following:

- Parents – a letter invited contributions
- Pupils/staff – children/staff with disabilities were invited to contribute their views
- Governors – input was sought at committee level
- Community – users/visitors of the school were invited to share their views

The school appreciates that in endeavouring to gather full and accurate information to support the development and monitoring of this policy the following considerations will need to be taken into account.

- reassuring pupils, staff and parents about confidentiality
- ensuring that the ethos of the school is conducive to trust and openness
- emphasising how information may lead to beneficial adjustment being made

6. 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. In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- the extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- the practicality of the adjustment
- the availability of financial assistance
- the financial burden of making the adjustment
- the size of the school

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

7. Evidence That The School Promotes Disability Equality In Line with Legal Requirements

In response to a visually impaired child joining the school, we invited specialists from the visual impairment support unit to carry out an audit of the school premises for its suitability. Several recommendations from this audit were implemented, including adjustments to the school playground, classrooms and learning resources.

In response to requests from retired members of the community, who hire the premises in the evenings, we have installed powerful security lighting to make access to the building safer at night. A similar request from the school caretaker for lighting to be installed for the bin store has been met.

In response to a governor's audit which recommended the installation of a door entry buzzer at a lower height to enable accessibility for wheelchair users, quotes are currently being received and the work will be carried out in March 2010.

8. The Scheme: Specific Duty

General Duty Main Actions	Action
Promote equality of opportunity	<ul style="list-style-type: none"> • Reference school Accessibility Plan • As an equal opportunities employer we would ensure that reasonable steps were taken to enable a member of staff with a disability was able to participate fully in school life • Actively seek views of pupils, staff and users of the school • Reference SEN policy. Utilise children's support services
Eliminating Discrimination	<ul style="list-style-type: none"> • Ensure staff training includes consideration/implications towards any disability • Ensure health and safety considerations are met and relevant training provided e.g. manual handling • Ensure policy review considers the impact of disabilities • Lesson planning considers full involvement of pupils with disabilities
Eliminating Harassment	<ul style="list-style-type: none"> • Reference Anti-Bullying Policy (reviewed annually) • Reference SEAL PHSE programme of work
Promoting positive attitudes	<ul style="list-style-type: none"> • Staff actively encouraging understanding by pupils of the impact of disabilities on accessing the curriculum • Ensuring that there are positive images in school books and other materials
Encouraging participation in Public Life	<ul style="list-style-type: none"> • Ensure opportunities are taken to provide positive role models of disabled people where possible

<p>Taking steps to meet disabled people’s needs, even if this requires more favourable treatment</p>	<ul style="list-style-type: none"> • Visitors to the school – practical steps are taken to ensure visitor’s needs are met, e.g. disabled toilet facility, disabled access parking in close proximity to the school, preferential seating when required, assigning a person to support where necessary • Pupils – ensuring that their needs and wishes were taken into account when making decisions regarding participation in school life, e.g. inaccessible location of computer suite – enables pupils to use other stations with choice of peers if necessary, being sensitive to pupil’s feelings with regard to participation in some events such as sports day • Staff – training where necessary • Refer to First-Aid/Medicine Policy
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9. Information Gathering to Support Monitoring and Review

The school collects data to help monitor the impact of its policies. Data collected with reference to this policy will include information on:

- Pupil Achievement, data analysis, pupil progress meetings, SEN surgeries, IEP reviews
- Exclusions
- Communication and consultation with pupils, parents, staff and users of the school

The policy and scheme will be published on the school web site and be made available on request. The Governors’ Premises Committee will review progress on an annual basis and details will be recorded in the minutes. There will be a more formal evaluation at the end of the 3 year cycle.

10. Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Date:

Chair of Governors: Date:

Appendix 1 (last sent out Sept 2008)

COMBERTON SCHOOLS CLUSTER

Disability Equality Scheme Questionnaire

The Disability Discrimination Act (1995) defines a disability as “a physical or mental impairment which has substantial long term adverse effect on a person’s ability to carry out normal day-to-day activities”. The Disability Discrimination Act (2005) broadens the definition to include unseen disabilities, e.g. HIV infection, multiple sclerosis and cancer. Disability therefore covers a wide range of mental and physical impairments including those affecting mobility, hearing and sight, learning difficulties including dyslexia, and medical conditions including mental health problems.

This questionnaire is intended to help us find the views of all those involved in our school who are themselves affected by a disability. Please answer all relevant questions.

1. Are you a:

- Member of staff
- Governor
- Parent
- Adult education student
- User of CB3
- Regular visitor to the school
- Other (please specify)

2. Do you consider yourself to be disabled or to have a specific learning difficulty?

YES NO (if ‘no’, go to Q13)

3. If you answered ‘yes’ to question 2, please indicate (using the boxes below) the nature of your disability. Please tick all those that apply.

- Specific learning difficulty, e.g. dyslexia
- Blind/partially sighted
- Deaf/hearing impairment
- Wheelchair user/mobility difficulties
- Mental health difficulties
- Upper limb or back problem, Repetitive Strain Injury (RSI)
- An unseen disability, e.g. diabetes, epilepsy, asthma, cancer, HIV
- Autistic Spectrum disorder (including Asperger’s Syndrome)
- A disability not listed above – please specify

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4. Have you already informed the school of your disability?

YES NO (if ‘no’, go to question 9)

5. If you are employed at the school or serve as a governor, please complete this question. If not, please go on to question 6.

When did you first inform the school of your disability? Please tick one:

- Before joining the school, in my application form
- Before joining the school, at interview
- During enrolment/induction/probationary period
- During my first year at the school
- When I found out about my disability
- After my first year
- Other, please specify

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6. If you are not an employee, when did you first inform the school of your disability?

- Before my child joined the school
- During my child's first year at the school
- When I enrolled on a course
- When I first visited the school
- When I found out about my disability
- Other, please specify

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7. To whom did you first speak about your disability (e.g. a teacher, tutor, line manager, interviewer, other)?

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8. Were you satisfied with the response you received?

YES NO

Please comment:

9. If you answered 'no' to question 4, what were your reasons for not informing the College? Please tick all those that apply.

- My disability is not relevant to my course of study/work/role at the school
- I did not want this information to disadvantage my application to the school
- I was concerned I might be discriminated against
- I was not given the opportunity
- I didn't consider myself as 'disabled'
- I didn't believe the relevant support was available so there was no point
- I was not aware of the benefits of doing so
- This information is private and not relevant to my school life
- Another reason, please specify

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10. Have you any suggestions as to how the school could make it easier for people to inform the school about a disability?

11. How has the school provided for your disability? Please give examples.

12. Do any of the following cause any difficulty for you in school? Tick all those that apply:

- Access to buildings and/or transport vehicles
- Written information or communication
- Verbal or audible information/communication
- People's attitudes to you because of your disability
- Policies or procedures (e.g. the fire evacuation procedure)
- Other barriers (please specify)

Please comment:

13. Do you feel that sufficient information is provided about the disability support that is available in the school?

- YES NO

14. Is there anything more the school could do to provide for the needs of disabled members of its community?

15. On the whole, do you feel there is a positive attitude towards disability at the school?

YES NO

Please comment:

Thank you for taking the time to complete the questionnaire and for your valuable contribution to the school's Disability Equality Scheme

Would you like to be more actively involved?

If you would like to be involved more directly in the development and/or implementation of the Disability Equality Scheme, please give your name and contact details below:

Name:

E-mail address:

Telephone number:

Please return your completed questionnaire to school reception, or email office@DryDrayton.cambs.sch.uk – by 30th January.

