



St. Peter's C.E. Junior School

Stilwell Close, Yateley, Hampshire GU46 6XH.

<i>Policy Number:</i> GB/12/Nov08	<i>Date Agreed:</i> 13 th November 2008
<i>Policy Title:</i> DISABILITY EQUALITY SCHEME	<i>Authorised By:</i> J.H.Divall
<i>Area:</i> Governing Body	<i>Due for Review:</i> November 2010
<i>The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.</i>	
<i>All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy.</i>	
<i>In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.</i>	

1. School Ethos, Vision & Values

Learning and achieving together in a caring environment

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 and become increasingly valuable and responsible citizens and members of society.

The school is committed to ensuring equal treatment of all its employees, children 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 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.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible. This school will not tolerate the harassment of any person. This includes disabled people with any form of impairment or a child who is a carer of disabled parents.

At St Peter's CE Junior School we believe that diversity is a strength, which should be respected and celebrated by all members of the school community.

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 children 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 children 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 paragraph 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 children are taught according to need and learning is differentiated. The school is committed to inclusion and to the five outcomes of the 'Every Child Matters' Agenda,

Environment - The main entrance is able to accommodate any wheelchair users as and when necessary. An external, portable ramp provides access to the Reception area. A bell is accessible at wheel chair level to seek assistance and alerts staff to aid the disabled person. A car parking bay for disabled people only is located immediately outside Reception. A drop kerb is in place for easy access. The main entrance and internal walkway doors have extra opening panels to provide increased width. There is access to and provision of a toilet for disabled users. The ground floor of the school building allows full access for wheelchair users.

The Accessibility Plan is considered when any refurbishment is undertaken. 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. 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 that they do not exist.
- 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 pressurised into activities in which they do not wish to participate.
- 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.

The main actions to be taken in the next three years to promote disability equality are logged in the school's Accessibility Plan. This plan will run in conjunction with the School Improvement Plan and will be subject to revision and amendment at the end of every 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 a disabled child, a member of the Senior Leadership Team.

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

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

Children and their parents will have a direct voice into this scheme through its review by the Head Teacher and Individual Education Plans (IEPs) and Individual Behaviour Management Plans (IBMPs)

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.

3.4 Eliminating harassment and bullying

The school has adopted the Local Authority Manual of Personnel and Practice (MOPP) and follows the guidance relating to harassment at work. The school's Behaviour and Anti Bullying Policy is regularly monitored and reviewed by a team of staff, parents, Governors and children. The latest policy is available from the school's web site or directly from the School Office.

3.5 Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled children 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 children and users will have the same access to the curriculum, to information and access to the school environment and facilities as non - disabled children and users. In planning developments to deliver this intention the school considers the needs of current and future children and users of the school. The main strategies to secure 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 has been successful in making reasonable adjustments so that disabled persons can, wherever possible, participate fully within the classroom environment and access the school curriculum. As a result 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 children feel their child is included in all aspects of school life. Staff feel confident in working with disabled children.

3.6 School Lettings and use by the community

No developments to improve accessibility of the school to disabled users are required. 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.

3.7 Link with the Primary Care Trust

The school nurse is available throughout the term on request. Notification of visits is made to the office staff. The school nurse provides a direct link between school and health care professionals dealing with our children 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.

3.8 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

3.9 Reviewing/Monitoring

The Disability Equality Scheme will be monitored through annual review by a team of staff and Governors. The views of those children and their parents affected by this scheme will be sought during Individual Education Plan reviews and via other means if the pupil does not have a statement of SEN. There will be more formal evaluation at the end of the three-year cycle. The school will use this information to up date and amend the scheme, setting new targets in the accessibility strategy to further the aims of the school in this area.

Senior Member of Staff Responsible: The Head Teacher

Day to day responsibility for the implementation and monitoring of the policy will be the SENCO. *(This scheme was originally due to be in force in December 2007)*