



Caldecote Primary School

Disability Equality Policy

May 2020

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 the Equality Act 2010 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 Act 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 school has an Accessibility Plan which promotes disability equality. This plan forms part of the overall strategic planning for the school both in terms of buildings and curriculum provision.

5. Involvement of Disabled Pupils, Staff and Parents

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

- Parents
- Pupils/staff – children/staff with disabilities are invited to contribute their views
- Governors
- Community

The school appreciates that in order to ensure that our Accessibility Plan is fit for purpose we must seek the views of all stakeholders and we will ensure these are honest and fully representative by:

- 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 EQUALITY ACT 2010 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 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 physically disabled child joining the school we have worked very closely with parents, occupational therapists, physiotherapists, specialist consultations and the specialist teaching team to support us carrying out an audit of the school premises for its suitability. They have also advised on specialist equipment that the child needs and adjustments to the curriculum to ensure he can participate as fully as possible. Several recommendations from this audit were implemented, including adjustments to classrooms, dining hall, learning resources and specialist training for staff.

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.

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 SEND 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 • Reference PSHE curriculum
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, access parking made available as needed, preferential seating when required, assigning a person to support where necessary • Pupils – ensuring that their needs and wishes are taken into account when making decisions regarding participation in school life, e.g. accessibility to computers, sensitivity towards pupil's feelings with regard to participation in some events such as sports day • Staff – office staff are trained to ask visitors if any special requirements or adjustments are needed • Refer to First-Aid/Medical 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, SEND tracking, participation in extra-curricula clubs
- 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.

10. Policy Review

The PPF committee will review this policy in line with the rolling programme of policy reviews, but no longer than every 3 years.

Headteacher:

Date:

Chair of Governors:

Date:

