

Document Control			
Policy Name	Disability Equality Scheme	Date Approved	June 2010
Status	Approved by Board	Review Date	Summer 2013
Committee	C & PM	Version Number	1.00



DES

English Martyrs Catholic Primary School

Statement of Intent

At English Martyrs Catholic Primary School we are committed to ensuring the quality of education and opportunity for all people involved in the school community including those with disabilities. 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 monitor the achievement of all pupils to ensure that standards are raised and there is inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At English Martyrs School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

The Definition of Disability is:

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.” (Disability Discrimination Act 1995) This includes “hidden” impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes or epilepsy. Substantial means “more than minor or trivial” and long-term means lasting or expected to last 12 months or more.

Disability is said to have an adverse effect if it affects one or more of the following:

- Mobility.
- Manual dexterity.
- Physical coordination.
- Continence.
- Ability to lift, carry or otherwise move everyday objects.
- Speech.
- Hearing.
- Eyesight (unless brought to a functionally useful level by spectacles or lenses.
- Memory or ability to concentrate, learn or understand.
- Perception of risk or physical danger.

Strategic Priorities

In order to ensure all people, including those with disabilities, in our school community, are included fully in the life of the school, our strategies will include:

- Having high expectations of all people involved in the school community.
- Finding ways in which all pupils can take part in the full curriculum.
- Improving the physical environment to increase opportunities for disabled people.

- Ensuring that disabled children are provided with information that is accessible to them.
- Ensuring out of school activities can be adapted to enable disabled pupils to participate as far as possible.
- Ensuring our admissions policy and criteria does not discriminate against pupils or treat them unfairly.
- Devising teaching strategies which will remove barriers to learning and enable participation for students with disabilities in all subject areas.
- Raising awareness of disability amongst school staff (teaching and non teaching) and pupils through training and PSHE lessons.
- Promoting an ethos where disabled pupils are treated equality.
- Ensuring applications for employment or position as a Governor within the school by disabled person are considered without discrimination.

The General Duty

Every public authority shall, in carrying out its functions, have due regard to the need to:

- Eliminate discrimination that is unlawful under the Disability Discrimination Act 2005.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote equality of opportunity between disabled persons and other persons.
- Take steps to take account of disabled persons disabilities even where that invites treating disabled more favourably than other persons.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life.

How English Martyrs will meet the General Duty

We will:

- Set up a working group which includes a senior staff member, a member of staff with a disability, a governor, a parent with experience of disability matters.
- The working group will directly consult disabled members of the community, including a parent of a disabled pupil, and a disabled member of staff.
- Undertake a disability audit using the admissions data and the special needs tracking register
- Track special needs sub-groups which will inform planning for intervention programmes.
- Write an accessibility action plan which includes targets.
- Make the policy and targets known to all teaching and non-teaching staff, governors and parents.

- Incorporate the scheme into the school improvement plan and all other policies as appropriate
- Monitor and evaluate the success of the plan annually through the working group.
- Provide continued training opportunities to ensure staff are able to meet the needs of disabled people in our school community. (EG. health and safety, epipen, team teach & governor training)

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

We will ensure that disabled members of our community are given opportunities to meet with the inclusion leader or the governor with responsibility for disability equality, to express any opinions or concerns in relation to disability matters.

Related Policies

Behaviour Management Policy
 Inclusion Policy
 Equal Opportunities Policy
 Health and Safety Policy

Harassment and Bullying

We have a behaviour management policy which outlines our procedures in the event of an incident. Relevant records are kept in each classroom.

These policies are reviewed by the relevant staff and governors on a regular basis.

School Facility Lettings

We provide disabled parking bays and evaluate the physical access to the school.

Implementation

Our action plan has been drawn up to show how we meet the general duty and identifies our priorities. It shows clear allocation of lead responsibility, clear allocation of resources, an indication of success criteria, clear timescales and a specified date and process for review.

The action plan links to the school's accessibility plan which is overseen by the governing body who ensure that progress is checked. These plans link with the school's improvement plan priorities.

We have decided to incorporate the accessibility plan into this document which will be used as the action plan of the scheme.

Reporting

There will be an annual report on this scheme demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the scheme

The DES will be published as follows:

- On the school's website
- Be available to all school community members in hard copy and in the form of alternative communication where necessary.
- In the School Prospectus

Review Date: June 2013

Designated Member of Staff:

Nikki McVeigh (Assistant Head/SENCo)

Designated Governor:

Claire Dean (SEN Governor)