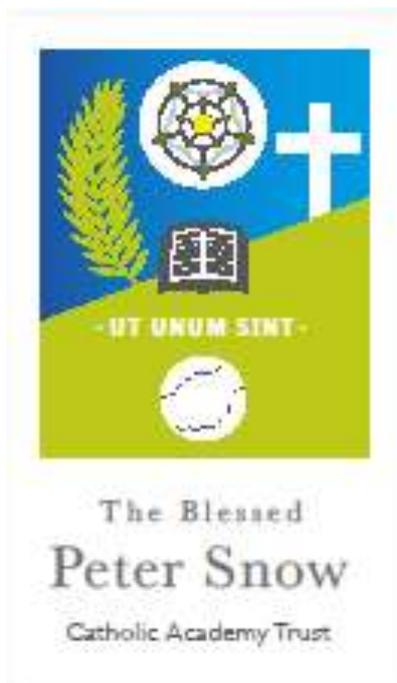


St. Malachy's Catholic Primary, a Voluntary Academy, Halifax



Disability Equality Scheme 2017 – 2022

Mission

Our Mission at St Malachy's is to provide an enriching, high quality education, where we learn, love and grow with Christ at the centre, so that each individual feels nurtured and can achieve their full potential.

Aims

At St Malachy's Catholic Primary School, Halifax, 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. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At St Malachy's Catholic Primary School, Halifax, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that 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.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

The Disability Equality Duty (DED)

Monitoring

All aspects of school life will be monitored to identify whether there is an adverse impact on children and young people with disabilities. The following will be monitored:

- Achievement of pupils by disability

- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools:

- **The role of a school as a service provider**

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

- **Contact with parents and carers**

When providing newsletters and information for parents and carers, we will try to make this information available in accessible formats.

Additionally, events for parents and carers such as open evenings, meetings with teachers, will be held in accessible parts of the building.

- **Hiring transport**

When hiring transport, Section 6 of the Act puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

The Disability Equality Duty (DED)

Election of parent governors

The election of parent governors is also covered by the DDA 2005, and the Academy Council will ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school Academy Council functions in relation to that parent are covered and the school will ensure that they can participate fully in school life.

Involvement and consultation

St Malachy's Catholic Primary School, Halifax, has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Consultation with disabled pupils / staff / parents to determine their priorities for the school with regards to disability equality over the next three years via:

- Questionnaires
- Feedback slips

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, St Malachy's Catholic Primary School, Halifax, has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

Living in the light of the Lord

Good practice examples

At St Malachy's Catholic Primary School, Halifax, we

- Promote equality of opportunity between disabled people and other people eg.
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through meetings;
 - Ensure that the talents of disabled pupils are represented accordingly through our Gifted and Talented Register.
- Eliminate discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
 - Use circle time, story time or assembly to investigate and address the issue with all pupils.
- Promote positive attitudes towards disabled people.
 - We ask a disabled teenager to work with pupils to promote positive attitudes to disability.
 - Celebrate and highlight key events such as the Paralympics.
 - Show videos outlining for people with disabilities can achieve highly.
- Encourage participation in public life by disabled people.
 - Ensure that disabled pupils are represented and encouraged to participate in assemblies, plays, events and on the School Council.

Action plan

The following action plan outlines what will be achieved in the next years with regards to meeting the Disability Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	Monitoring arrangements	Responsible person(s)	Completion date	Impact
Increasing equality of opportunity between disabled people and other people	The parents of disabled children and young people (CYP) may not be aware of how to best support the learning of their child	Meetings to be conducted on an tri -annual basis for the parents of disabled CYP to provide them with basic advice on how to support the learning of their child in core curriculum subjects.	Special Educational Needs Co-ordinator (SENCO)	SENCO HT	July 2017	Full involvement of parents Regular workshops planned

Action Plan:

Aspect of the duty	Issue being addressed	Action to be taken	Monitoring arrangements	Responsible person(s)	Completion date	Impact
2016-17						
Increasing awareness of opportunity between disabled and other people	Awareness raising for children in school against discrimination for people with disabilities.	Disabled speaker, Amber, to visit whole school assembly and talk about her experiences and answer any questions.	HT to check impact with School Council	HT	Nov 2016	Children more aware of how to treat people with disabilities with respect and kindness.
Ensure EHC Plans cater for children with disabilities	Good progress to be made for children on EHC Plans.	EHC Plans to be written, implemented and assessed	Half-termly by class teacher and SENCo	Class teacher and SENCo	Termly.	

Aspect of the duty	Issue being addressed	Action to be taken	Monitoring arrangements	Responsible person(s)	Completion date	Impact
2017-18						
Ensure EHC Plans cater for children with disabilities	Good progress to be made for children on EHC Plans.	EHC Plans to be written, implemented and assessed	Half-termly by class teacher and SENCo	Class teacher and SENCo	Termly.	
2018-19						
Ensure EHC Plans cater for children with disabilities	Good progress to be made for children on EHC Plans.	EHC Plans to be written, implemented and assessed	Half-termly by class teacher and SENCo	Class teacher and SENCo	Termly.	

Monitoring and reporting

The impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty will be monitored by the Academy Council, to ensure that no adverse impact is occurring as a result of the actions.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated by the Academy Council, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

For further information, please contact: Mrs A C McNally, Headteacher

Monitoring achievement of pupils by disability: (Page 5)

Name of Child	Disability	Progress

Signed:

Date:

Monitoring Disabled Staff: (Page 5)

Name	Disability	Provision

Individual Review:

Name	Disability	Provision
Comments from Member of Staff;		
Comments from Headteacher:		

Signed: (Member of staff)

Signed: (Headteacher).