

West Exmoor Federation



Disability Equality Policy

Reviewed in June 2017

Disability Equality Policy and Scheme 2010-2014 has "Safeguarding Children and Child Protection", "Every Child Matters", "Excellence and Enjoyment", the School's "Healthy School", Eco School" ethos and the school's Mission Statement and Aims at its heart.

STATEMENT OF SAFEGUARDING CHILDREN

At the West Exmoor Federation we have a duty to safeguard and promote the welfare of our pupils. This means that we have a Safeguarding and Child Protection policy with suitable procedures in place.

All staff including volunteers, governors and supply staff must ensure that they are aware of the procedures in place. Parents and carers are welcome to read this on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will however ensure that our concerns are discussed with parents/carers first unless we have reason to believe that this is not in the child's best interests.

Our designated Child protection officer is: Mrs Jayne Peacock.

MISSION STATEMENT

Our Federation's mission statement is to:-

Create a happy, safe and stimulating learning environment in which all pupils can grow in confidence and develop their potential.

The mission applies to all children including those defined as "disabled".

The definition of "disabled" from the Disability Discrimination Act is:-

Disable children and adults are those who have a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

THE AIMS OF THE POLICY

This policy's aim is to provide a structure to:-

- Promote equality of opportunity between disabled people and other people.
- Eliminate harassment of disabled people that is related to their disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- To take steps to meet disabled people's needs, even if this requires more favourable treatment.

This policy explains how the Federation meets these responsibilities and will be reviewed regularly to ensure that improvements are ongoing.

Through our federation vision and ethos, enhanced by our PSHE curriculum including the SEAL and THRIVE projects, we recognise that all individuals have different strengths and weaknesses. All are equal members of our school community with valuable assets to contribute, who deserve respect and nurture.

OUR SCHOOL ETHOS

The West Exmoor Federation consists of Lynton VA School, Parracombe VC School and Kentisbury Community School which together form a community. The uniqueness of each school is maintained across the federation. In each school the staff and governors strive to ensure that pupils are happy and secure. All three schools are friendly and welcoming with a true

family atmosphere where children know all of the children in their school and take care of each other, which comes from being small community schools.

All staff, pupils and governors are positive, caring and optimistic; they care with a passion for what they do. Everyone is expected to do everything to the best of their ability and then to be proud of their achievements.

Our federation values have been selected by the children who have decided that ***curiosity, achievement, respect, inspire and support'** (CARIS)* are those values by which we should live our daily lives.

OUR VISION TO ACHIEVE:

'Passionately pursuing educational excellence with our children and community for their lifetimes', achieved through an enjoyable and professional whole community effort, with clearly defined goals, which recognise and value the uniqueness and achievement of every child across the federation.

RECRUITMENT, DEVELOPMENT & RETENTION OF DISABLED EMPLOYEES

Following Devon County Council employment systems, at recruitment, staff are asked to disclose details of any disability on the confidential pre-employment form. Screening is then undertaken and a fitness for work grading given. Staff receive training on the Disability Equality Duty and are aware how and with whom to raise personal issues with. Staff are consulted when there may be new circumstances that they would like to discuss at appraisal meetings. Staff meetings take place every week and can provide a forum for further discussion on disability issues. The Federation is aware of the "Access to Work" scheme and of LA policies, which may be relevant for disabled staff. In the past staff have taken advantage of the "phased return to work scheme". Governors will be asked when they take up posts whether there are any disabilities that they wish to disclose in order to make any adjustments required.

When children are due to attend secondary school, school visits and detailed transfer programmes are put in place with the consultation of parents, teaching staff, both schools and outside agencies when required.

The federation's list of children with special educational needs records the number of children in each category of need. Details of particular, non confidential, day to day needs are kept inside the register for the benefit of all staff including supply staff. (i.e children with allergies or who wear glasses etc).

All planning/assessment and preparation of lessons and visits takes into account the requirements of children's disabilities with adjustments made to ensure that all disabilities are considered and appropriate action taken and measures put in to place where required.

The school promotes and monitors access for children with disabilities on all school visits, social events, residential etc. and clubs, parents/carers have the opportunity to go with their child when possible.

The SENDCO, Headteacher, and staff review the progress of all children with special needs and 'My Plans' are drawn up in consultation with the pupil, parent/carer and outside agencies through the DAF process.

Children with disabilities are able to access special arrangements for SAT tests, should they meet the statutory criteria to qualify for extra time, a reader or a scribe. Children are trained beforehand so that they are able to take full advantage of these arrangements.

This policy will be published on the federation website after discussion with staff and governors. The school will continue to monitor the success of this policy on a regular annual cycle.

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