

## **South Cave Church of England Primary School**

### **Disability Equality Scheme**

**(To be read alongside equalities policy, accessibility plan)**

#### **Introduction**

South Cave Church of England Primary School welcomes its general responsibilities under the Disability Discrimination Act to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

#### **School Ethos, Vision & Values**

At South Cave Church of England Primary School 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. Our admissions policy is in line with the Local Authority and does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

## **Definition of Disability**

The Disability Discrimination Act 1995 defines a disabled person as someone who has 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'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to day activities, only if it affects one or more of the following:

mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. 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.

## **How Disabled People have been involved in the Scheme**

South Cave Church of England Primary School Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

### **Disabled pupils:**

We identify our disabled pupils through liaison annually with parents (or as part of admission pack when new pupils admitted) giving them the opportunity to advise us of any barriers that might affect their child and how we can plan to overcome them.

### **Key issues identified by parents were:**

- No issues were identified from the most recent communication

Key issues we identified for our pupils were:

- Ensuring the safe escape of disabled pupils during an evacuation or drill.

Solution: Carrying out a pupil personal evacuation plan with systems in place during fire drill for each pupil with an identified impairment.

### **Disabled staff/governors:**

We communicate with staff/governors annually (or through the induction pack given to new members of staff) giving them the opportunity to advise us of any barriers that might affect them and how we can plan to overcome them.

**Key issues identified by our staff/governors were:**

- No issues were identified from the most recent communication

**Disabled parents/carers:**

We communicate with all parents every September (or when new pupils are admitted) giving them the opportunity to advise us of any barriers that might affect them and how we can plan to overcome them.

**Key issues identified by parents were:**

- No issues were identified from the most recent communication

How we have gathered information on the effect of our policies and practices on disabled people.

We recognise that our policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- on the educational opportunities available to and the achievements of disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services.

The processes we use for gathering information will include:

- Pupil Achievement and learning opportunities:

As we are a fully inclusive school pupil achievement is monitored and assessed continuously regardless of any barriers to learning. We provide opportunities to develop skills and links with all local schools and colleges and we are a registered placement school for students studying at higher education levels.

- Admissions, Transitions, Exclusions:

Pupils admitted to school complete the admissions document. We encourage parents and schools to inform us of any potential barriers to learning.

- Social Relationships:

As we are a fully inclusive school children with disabilities have always taken a full and active role in all aspects of school life.

- Employing, Promoting and Training Disabled Staff:

Policies and procedures in recruitment and promotion benefit all employees and potential employees whether or not they are disabled.

We ensure that all staff, including support and administrative staff receive appropriate training and

opportunities for professional development, both as individuals and as groups or teams.

How we will assess the impact of our policies?

The DDA is reflected in all policies through inclusion of the school.

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our accessibility plan.

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Scheme.

### **Reporting and Revisiting the Scheme**

We will report annually about the progress we make on promoting equality of opportunity for disabled people by providing parents with a copy of this annually updated policy and a copy of our accessibility plan which is evaluated and updated annually to include outcomes of the most recent consultation with staff, parents and governors.

*Written by J. Newby*

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