



Birchington C of E Primary School

Disability Equality Scheme

THIS POLICY WILL NEED TO BE REVIEWED MID CYCLE DUE TO LEGISLATION AND TRAINING

Schools need to have a Disability Equality Scheme. This scheme and the accompanying action plans sets out how the Governing Body will meet the disability equality requirements. This Disability Equality Scheme reflects the ethos of Birchington CE Primary School.

Disability

Duties under the DDA 2005 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; and
- ✓ Prepare and publish a disability equality scheme to show how they will meet these duties

The DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together school responsibilities under Parts 2,3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality cross all its areas of responsibility.

Duties in the DDA 1995 require the Governing Body to plan (the schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- ✓ Increase the extent to which disabled pupils can participate in the school curriculum
- ✓ Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- ✓ Improve the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

1 Staring Points

Purpose of the Equality Scheme

1.1 The purpose of the school's Disability Equality Scheme is to meet the duties to promote equality of opportunity for and between diverse members of the school community, including, disabled pupils, staff and parents. In order to do this the school will

- ✓ Establish with all staff an overall vision of the duty to promote equality of opportunity for pupils, staff and parents

Elements of the duties are:

1. Promote equality of opportunity between disabled and non-disabled people
2. Eliminate discrimination and harassment on the grounds of disability
3. Promote positive attitudes towards disabled people
4. Encourage participation of disabled pupils, parents, staff and carers
5. Take steps to meet disabled people's needs, even if this requires more favourable treatment

1.2 Action by School Leadership Team (SLT) responsible for the Equality Scheme:

- ✓ Raise awareness of elements of the duties with all staff, Governors, parents and pupils
- ✓ Refer to 'implementing the DDA in schools' published by the Disability Rights Commission
- ✓ Ensure understanding of the broad definition of disability within the DDA

- ✓ Encourage disclosure of disability by pupils, parents, staff and other users of the school so that access can be arranged
- ✓ Create separate action plans for the disability equality duty
- ✓ Set up working party, membership to include

-SLT member/Inclusion Leader

-Governor

-parent with interest in or experience of disability issues

-staff representative with an interest in disability or experience of disability issues.

-associate members e.g. pupils with disability/on school council, community/voluntary groups

Within Birchington CE Primary School, the working party consists of :

Lorraine Bant – Inclusion Governor

Emma Sandy – Inclusion Leader

Kirstie Smith – Class Teacher

Jenny Hendrick - Parent

1.3 The key functions of the Working party will be:

- ✓ To ensure the involvement of disabled pupils, parents/carers and staff regarding the disability equality duty
- ✓ To arrange for the gathering of information
- ✓ To consider arrangements for disability impact assessments

1.4 The Governing Body will use the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people.

Definition of disability

The DDA 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’ and also takes into account the definition of disability from the Equality Act 2010.

Definition of the terms:

- ✓ ‘physical impairment’ includes sensory impairments
- ✓ ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness
- ✓ ‘substantial’ means ‘more than minor or trivial’
- ✓ Long-term is defined as 12 months or more

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on 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
- ✓ perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

1.5 Involvement of pupils, staff, parents and other users of the school

The school will consider and plan to involve pupils, staff, parents and other users of the school in relation to the race, disability and gender equality duty.

The school will continue to take into account the preferred means of communication for those with whom they are consulting.

The school will ensure the involvement of range of people and hear a range of views to meet the disability, equality duties.

The views of the pupils, staff, parents and other users of the school will be used to set priorities.

1.6 Information gathering

The collection of information is crucial to supporting Birchington C of E School in making decisions about what actions would best improve opportunities and outcomes for pupils, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on equality duties relating to disability, to assess the impact of the changes made to help the school us identify which of our priorities have been achieved.

1.7 Information to be gathered:

- ✓ Recruitment, development and retention of disabled employees
- ✓ Education opportunities available to and achievement of disabled
- ✓ Identify disabled pupils, parents, carers, staff and other users of the school to develop the Scheme (All efforts to be made to collect information)
- ✓ The working party will recommend about how the information is to be held in school, and how it interlinks with other registers. e.g. Does the school have just one school profile with differing levels of access? Confidentiality and need to know clauses are required
- ✓ Bullying and harassment on the grounds of disability

1.8 Impact assessments.

Impact assessments refers to the review of all current and proposed policies and practices in order to help schools act to ensure no disabled person is disadvantaged by school activities and to promote disability impact assessments will be an on-going process to ensure that our policies and practices develop, evolve and are incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duties to promote disability and equality and to eliminate discrimination and harassment within the school community.

We will use the advice of KCC to evaluate the Disability Equality Scheme for our school.

2 Identifying the main priorities for the school's scheme and deciding the actions

2.1 The priorities for the Birchington C of E Primary School scheme will be set in the light of:

- ✓ An examination of the information that the school has gathered
- ✓ The messages that the school has heard from the disabled pupils, staff, parents that have been involved in the development of the scheme

2.2 Some of the priorities identified may include:

- ✓ Improving access to information

- ✓ Improving the involvement of disabled pupils, staff and parents

3 Making it happen

3.1 Implementation

The scheme will be supported by individual action plans relating to disability, equality and be incorporated in to the School Improvement Plan, with oversight by the governing body so that progress can be checked.

The Action plans will show:

- ✓ Clear allocation of lead responsibility
- ✓ Clear allocation of resources
- ✓ An indication of expected outcomes or performance criteria
- ✓ Clear timescales
- ✓ A specified date and process for review

The scheme will incorporate the reviewed Accessibility Plan of 2004 and DDA visit 2009 into the Disability Equality Action Plan.

The school will evaluate the effectiveness of the Scheme with the School Improvement Advisor (SIA) and Ofsted when the school is inspected

3.2 Publication

The working party will decide how best to publish the Disability Equality Scheme either as a separate document or as part of the School Improvement Plan. The school will provide a copy for anyone asking for it in a range of formats.

3.3 Reporting

The school will report annually on the progress made on the action plans and its effect on policy and practice within the school.

3.4 Reviewing and revising the scheme

As part of the review of the scheme, the school will:

- ✓ Revisit the information that was used to identify the priorities for the scheme
- ✓ Re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents

The review of the scheme will inform its revision; how the school sets new priorities and new action plans for the next scheme. The process will continue to:

- ✓ Involve pupils, staff and parents
- ✓ Be based on information that the school has gathered

The main documents that will inform the development of this scheme are:

- ✓ Implementing the Disability Discrimination Act in school and early years settings, DFE
- ✓ Promoting Disability Equality in schools' DFE Guidance

Birchington CE Primary School publish inclusive policy documents. The main documents that uphold the DES are:

- AEN (Inclusion) policy
- Accessibility plan
- Dyslexia policy

- Community Cohesion Policy
- Spirituality, Moral, Social and Cultural Policy
- Teaching & Learning Policies

KEY LEGISLATION

Equality strand	Legislation
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005 Equality Act 2010

Inclusion Leader – November 2011

To be reviewed by Inclusion Leader and ratified by Governors – November 2012