

Disability Equality Policy

Introduction

Cestria Primary School welcomes its general responsibilities under the Disability Discrimination Act 2005 and resultant Equality Duty 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.

School Ethos, Vision and Values

At Cestria 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 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.

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 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 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 effect on his/her ability to carry out normal day-to-day activities.

How Disabled People will be involved in the Policy

Cestria Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We will involve disabled people in the following ways:

Disabled pupils:

We will identify our disabled pupils

We will organise events for disabled children to ensure that we listen to their views in informal settings.

Disabled staff:

We will ask all staff to identify any barriers in school that affect them and how we can plan to overcome them.

Disabled parents/carers:

We will give all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs.

Disabled members of the local community:

We will give a questionnaire to all groups which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments.

From this information we will identify the school's priorities and include them in the action plan.

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

We recognise that our policies and practices many impact on disabled people 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:

We will identify pupils who have a disability, realising that information collected on pupils based on special education needs categories will not necessarily capture all those pupils who are disabled. Not all pupils with a disability have an SEN. We will monitor progress and achievements of these pupils.

Learning Opportunities:

We will identify links with outside agencies.

We will set individual targets for pupils with learning difficulties and measure educational opportunities available to disabled students.

Admissions, Transitions, Exclusions:

At admission, transition or exclusion stages reasonable enquiries will be made to find out whether pupils or existing pupils have additional needs.

Social Relationships:

Social relationships between disabled pupils and non-disabled pupils will be monitored and encouraged.

Employing, Promoting and Training Disabled Staff:

We will ensure that in employing, promoting and training staff opportunities are open to all.

How will we assess the impact of our policies?

We will ensure that equality of opportunities is included and reviewed in all our policies; in particular we will ensure that opportunities for all disabled people are monitored.

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 a programme to review the impact of policies and this will be contained in our action plan. *Consultation will occur annually with disabled pupils, teachers, parents/carers and any other users of the school facilities to monitor on-going achievements of the Disability Equality Scheme in school.*

Our Action Plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.

Our existing accessibility plan will be reviewed and will be incorporated into our overall Disability Equality Scheme action plan.

Reporting

Governors will review this Disability Equality Scheme annually in the Spring Term. We will report annually on the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are on-going

We will ensure that disabled people are involved in this process.

Revisiting the Scheme

Our scheme will be reviewed and revised (evaluated) after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.

Review Date - Spring Term 2015