



Arnold Mill Primary School

Disability Equality Scheme

2022-2024

Approved by:	S&P Committee
Last Review Date:	October 2022
Next Review Date	Autumn 2024

Introduction

The Equality Act 2010 requires schools, when carrying out their functions to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life, and
- Take steps to take account of disabled persons' disabilities even where that involves treating disabled persons more favourably than their non-disabled peers

A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities

The definition of disability covers a wide range of impairments including Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health issues and incontinence. People with ADHD, Autistic Spectrum Disorders, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, Dyspraxia, Dyslexia, gross obesity and diagnosed eating disorders. If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

This Disability Equality Scheme sets out the ways in which Arnold Mill Primary School will meet its general and specific duties.

The Access Plan of Arnold Mill Primary School 2019-2021 already lays out the plans to increase access for disabled pupils in line with the planning duties in the Special Educational Needs and Disability Act 2001.

The Access Plan shows how the school plans to increase disabled pupils' access to the school environment, the curriculum and the written word.

The Disability Equality Scheme goes wider than the Access Plan because it includes disabled staff, parents, carers and others as well as pupils.

Responsibilities

The Governors are responsible for:

- making sure the school complies with the relevant equality legislation
- ensuring that the school Disability Equality Scheme and its procedures are followed.

The Head Teacher is responsible for:

- making sure the school Disability Equality Scheme and its procedures are followed;
- making sure the school Disability Equality Scheme is readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;

- taking appropriate action in cases of harassment and discrimination in relation to disability.

All Staff are responsible for:

- being able to recognise and tackle bias and stereotyping;
- avoiding discrimination against anyone for reasons of disability
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

Involving Disabled People

Arnold Mill Primary School has involved disabled people in the development of this Scheme by:

- Consulting parents, carers, and other users of the school
- Consulting disabled members of the local community
- Discussions at School Council meetings
- Eliciting the views of disabled pupils.

Gathering Information

Arnold Mill Primary School will continue to gather information to ensure that policies and practices meet the legal responsibilities of the Disability Equality Duty.

The primary reason for knowing who is disabled is to ensure that appropriate adjustments are made. Disabled people are not required to disclose a disability, though it is in their interests to do so if they need reasonable adjustments to be made for them. Disclosure needs to be approached in this light and not just as a consideration to be taken into account in information gathering. Disabled pupils, staff and parents may not feel comfortable disclosing an impairment or health condition unless they know why the information is being requested, and what impact the information gathering is likely to have for them.

The recruitment, development and retention of disabled employees

Arnold Mill Primary School has agreed that information will be gathered from application forms and analysis of this data will enable us to see how many disabled people applied for posts advertised. This will cover areas such as the number of applications from disabled people and the success rate at interview.

We have surveyed all staff, and survey all new staff as part of their induction, re disabilities and then analyse the information and use it to identify areas for improvement. This covers areas such as the take up and success rates of disabled employees on training courses, performance assessments, promotion, patterns of employees leaving, access to the staff room, provision of specialist equipment, arrangements to enable attendance at medical appointments.

Educational opportunities available to disabled pupils

We recognise that areas of the curriculum may present challenges but encourage all pupils to be included. Appropriate adaptations will be made as needs arise, depending on specific requirements ascertained from consultation with the disabled pupils and/or parents/carers.

Specific challenges could include:

- Participation in extra-curricular activities
- Different forms of communication/teaching to cater for learning needs
- Alternative provisions
- Attendance of disabled pupils on residential visits and clubs

As a school we have agreed to monitor the opportunities that we offer to disabled pupils and to try to increase the number of disabled pupils who participate in extra-curricular activities, residential visits and clubs.

Achievement of disabled pupils

Achievements of disabled pupils will be publicly celebrated alongside non-disabled pupils and not separately. This will include not only formal achievements and qualifications, but also other achievements such as improving attendance or achieving positions of responsibility.

As a school we have agreed to monitor the achievement and attainment of disabled pupils in relation to non-disabled pupils, and also monitor entries in Good Book, special assemblies, the school reward system and out of school achievements.

Information on disabled parents, carers and others using the school

We sent a questionnaire out to all parents/carers asking if there are any adjustments that we need to make to help them to support their child, analysed the responses and have made some changes as can be seen in previous action plans.

We have also added a paragraph asking for the same information in our prospectus and our admissions form.

Impact assessment

Arnold Mill Primary School is keen to ensure that none of its policies and practices disadvantage disabled people. Each time policies and practices are reviewed according to the planned monitoring timetable, disabled issues will be considered both in general terms and in the light of specific needs identified for any disabled persons the school may have at the time.

The impact of policies and practices on disabled people will be considered in the following areas:

- School visits
- Lunch time arrangements
- Homework arrangements
- Classroom organisation
- Sports day
- Recruitment procedures
- School performances
- Parents' evenings
- Disabled representation on the Governing body