



St Aidan's Primary School
A Church of England Academy

St. Aidan's Primary School-A Church of England Academy

Disability Equality Policy

MISSION STATEMENT

St Aidan's Primary School – A Church Of England Academy aims to provide an education in which every child is equally valued and encouraged to achieve their full potential, within a caring Christian community from which they can learn to live their lives according to Christian principles. This underpins the positive ethos we foster, stated in our vision and mission statement:

'Fulfilling potential, growing in God'

INTRODUCTION

The Governing Body of St Aidan's Primary School – A Church of England Academy recognises the need to have a Disability Equality Scheme as part of its Disability Equality Duty.

St Aidan's Primary School – A Church of England Academy is committed to the principles of equality and recognises that disabled people need to do better in the school system and is willing to take whatever actions are within its power to promote this.

(This scheme should be read with reference to the School Accessibility

Plan.) The school recognises that the duty applies to three main functions.

- providing education to pupils
- the school as an employer
- to the school as a provider and service to parents/carers and the wider public.

LEGAL DUTIES

The General Duty (-s.49A) The Disability Discrimination Act 1995 has been amended by Disability Discrimination Act 2005 so that it now places a duty on all 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.
- Take steps to take account of disabled person's disabilities even where that involves treating disabled persons more favourably than other persons.

The school recognises that their new duties go beyond the requirements of the 2014 SEND Code of Practice and Disability Act and requires the school to be more proactive in its approach.

PRINCIPLES AND PHILOSOPHY

The school's position on disability is a section in the Schools Accessibility Plan.

Relevant to this policy, the school needs to emphasise and accept the social model of disability and that if we remove the barriers then it is possible for disabled people to live ordinary and fulfilling lives.

It is our intention, wherever possible, to engage disabled people in the planning, target setting and review of services.

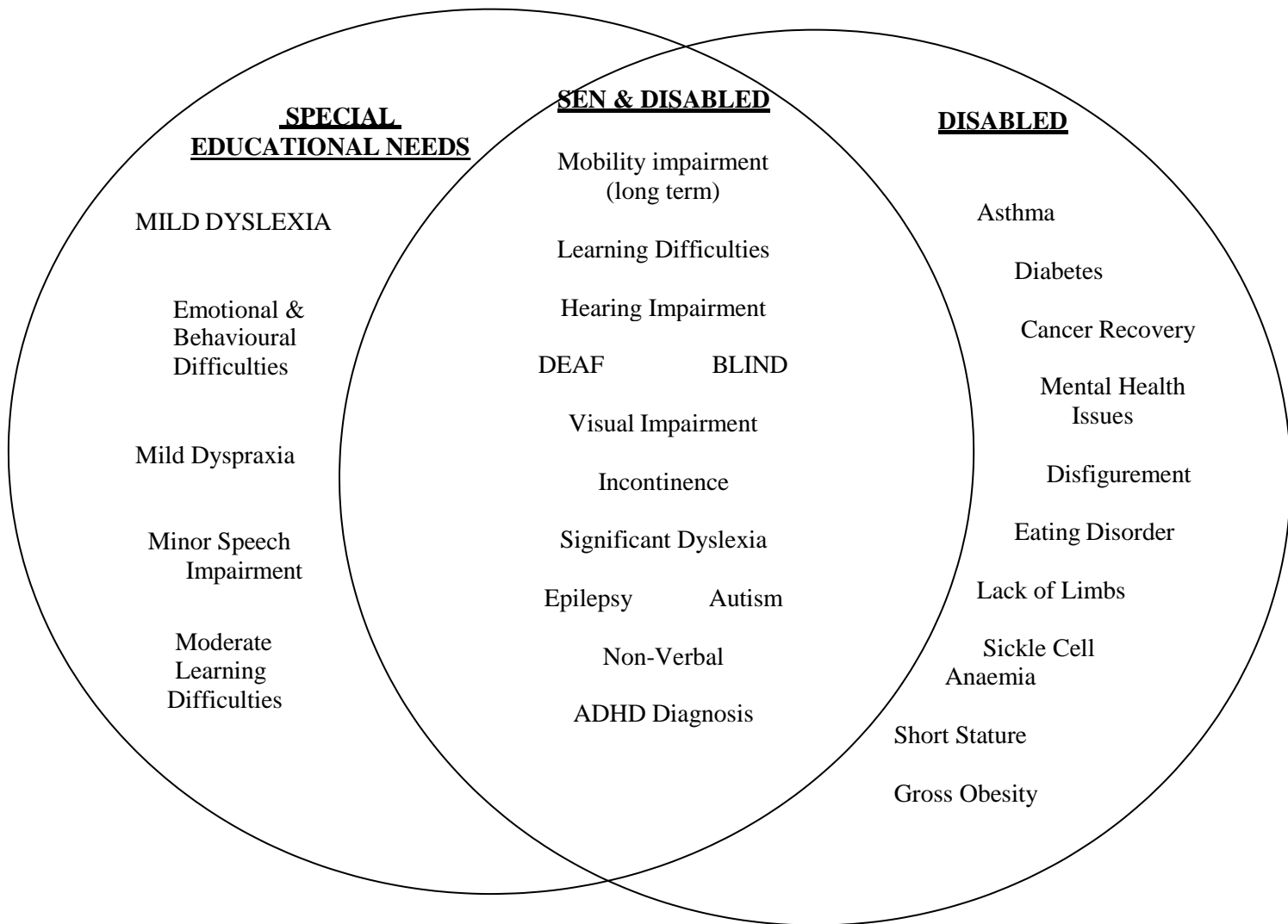
DEFINITION OF DISABILITY

The school subscribes to the broader definition of disability contained in the 2005 Act. This will include all children with Education Health Care Plans, statements or IPRAs and children with medical conditions.

- Disability Discrimination Act Definition of disability.
 1. "A person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." – Part 1, Para 1.1.
- To fall within the Act, a person must be substantially affected by their disability in one of the following ways:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger.

Possible overlap of SEN and DDA disability definition for children and young people.



KEY FEATURES OF DISABILITY EQUALITY POLICY

Involvement

The Community Committee of the Governing Body will determine the priorities for actions and will be key to all elements of this policy. The committee will set targets and monitor effectiveness.

Data

The school will use its current assessment and tracking systems to determine whether disabled people are achieving their potential academically and socially.

The Inclusion Coordinator, using the school's tracking system, will analyse the performance of groups and subgroups within school to note any under performance. The school commits itself to remediating any perceived inequalities. The Headteacher will monitor the recruitment, development and retention of disabled employees.

Monitoring Progress

The school will analyse the impact of its Disability Equality Policy on disabled pupils. This monitoring will consist of

- Tracking academic progress
- Analysing social progress of disabled pupils
- Questionnaire to pupils and their parents
- Questionnaire/interview with disabled staff through performance management

School Development Plan

The school will incorporate actions to address the Disability Equality Policy issues.

Implementation

The school intends to implement the General Duty to promote disability equality. The details of this are under the heading 'The Disability Policy'.

Strategic Priorities

The school Development Plan, all policies and procedures, SEF will all be reviewed regularly to ensure that they promote Disability Equality.

Impact Assessment

The Inclusion Co-ordinator alongside the senior leadership team of the school will assess how well its scheme has impacted on pupil outcomes.

Strengths and Weaknesses

The Inclusion Co-ordinator alongside the senior leadership team will audit the schools strengths and weaknesses and its ability to promote disability equality.

The findings of the audit will feed into the professional development agenda for the school.

THE DISABILITY POLICY

The Disability Policy has 10 elements which are both short term, medium term and long term in their implementation.

1. Achievements of pupils:

The school will closely monitor the achievement of disabled pupils to ensure that they achieve their potential.

2. Disability in the Curriculum:

The school will continuously monitor the taught curriculum to ensure that there are no negative models of disability and that curriculum materials show disabled people in a favourable light.

3. Teaching and Learning:

The school will endeavour to make all members of staff aware of duties towards disabled pupils and to create a learning environment where disabled pupils flourish academically and socially. This might include training, awareness raising, curriculum modification, responding to pupil learning styles and classroom layout.

4. Developing a Voice for Disabled Pupils:

The school undertakes to involve disabled pupils, through questionnaires and the annual review (if the child has an Education Health Care Plan EHC) in school decision making process, their own education and the full life of the school. The school undertake to respond to issues raised.

5. Removing Barriers:

The school Accessibility plan shows how the school intends to remove physical, curricular and communication barriers to inclusion.

6. Lettings and Use by the Community:

This school is at the heart of its community and will make itself available for community use. All procedures will take account of disabled people.

7. Harassment and Bullying:

The school has a clear policy on bullying with a zero tolerance in practice. All staff are sensitised and vigilant to bullying and harassment and will respond robustly.

8. Disabled Staff:

The school actively welcomes disabled staff and is willing to make adjustments to allow them to pursue employment. Staff who develop disabilities when in employment will be supported and not disadvantaged. The school will always interview disabled candidates who meet the minimum person specification.

9. Governance:

The school always welcomes the input of parents who are disabled or parents of disabled children. The scheme will endeavour to have representation on the governing body.

10. Breaks, Lunchtimes, School Activities and Trips:

The school recognises the importance of all children being able to enjoy all aspects of school life and will make reasonable adjustments to achieve this.

THE ACTION PLAN

The school will produce an Action Plan, in line with the School Development Plan, which will be reviewed regularly. This plan will consist of the following elements.

Audit and Consultation:

The school will involve all staff, pupils, parents in an analysis of barriers within the curriculum, attitudes and perceptions, employment, admissions and exclusions and policies.

REVIEW

The policy will be reviewed through and by consultation with staff, the Headteacher and governors.

Any amendments to the policy arising from the review procedure will go to consultation with staff and governors for discussion, approval and ratification.

Amanda Whigham
INCO
November 2015

