



Signed by Chair of Governors .....

Date approved by Governors .....Sept 2010.....

Review Date .....Sept 2013.....

## Disability Equality Policy

### School Ethos, Vision and Values

At Trowse Primary School we strive for a safe and happy school community in which everyone is inspired to learn and to realise their potential.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

Our obligations under the Disability Discrimination Act 1995 (DDA) are entirely congruent with the school's obligations to deliver high quality learning opportunities and provision of care for every member of the school community. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The Special Educational Needs and Disability Act 2001 extended the DDA to cover education. Since September 2002, under Part 4 of the DDA, the school governing body has had three key duties towards disabled pupils: not to treat disabled pupils less favourable for a reason related to their disability; to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage and to plan to increase access to education for disabled persons.

All Governor Committee 'Terms of Reference' are reviewed annually and have regard to matters relating to access for those with disabilities.

### What do we understand by "Disability"?

Disability is a physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Physical or mental impairment includes sensory impairments, impairment relating to mental functioning including dyslexia, other learning disabilities and long-term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis. People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis. In the DDA 'substantial' means 'more than minor or trivial'.

'Long-term' means has lasted, or is likely to, last more than 12 months.

Normal day to day activities cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eye sight, memory or ability to concentrate, learn or understand, perception or the risk of physical danger.

Disability is said to have an adverse effect if it affects one or more of the following: *Mobility, manual dexterity, physical coordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing, eyesight (unless brought to functionally useful level by spectacles or lenses), memory or ability to concentrate, learn or understand, perception of risk or physical danger.*

The school understands that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of the definition.

Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

### Our General Duty

We will actively seek 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. This means acknowledging their existence and not representing people in a demeaning way;
- encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in;
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

### Our Specific Duty

We plan to increase the accessibility of provision for all pupils, staff and visitors to the school. The following areas form the basis of our Accessibility Plan, with relevant actions to;

- improve access to the physical environment of the school;
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities
- increase access to the curriculum, incorporating after school and out of school activities including educational visits.

The school has decided to align our Accessibility Plan with the Disability Equality Scheme so that they are regarded as one document, and can be reviewed and amended at the same time.

### How we will meet the General Duty and Specific Duty

The production of this policy provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty.

The main actions, to be taken in the next three years, to promote disability equality are described in the school's combined Accessibility Plan/ Disability Equality Scheme. This will run in conjunction with the School Improvement and Development Plan and Premises Management Plan and is subject to regular revision and amendment.

## Development of the Accessibility Plan/ Disability Equality Scheme

In developing and updating these documents we will always consult with the following:

- parents – a letter invited contributions and volunteers then joined our project team
- pupils/staff – children/staff with disabilities were invited to contribute their views.
- governors – input was sought at committee level.
- community – users/visitors of the school were invited to share their views.

This policy and accompanying scheme will provide a voice for disabled pupils and their parent/carers who together with those mentioned above will be involved in monitoring and evaluating its effectiveness.

## Reasonable Adjustments

The DDA requires schools to made reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers.

The school intends that disabled pupils and users have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school.

Reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and /or their parents/carers. The school will make reasonable adjustments to ensure that, wherever possible, disabled persons can participate fully

- in the classroom;
- in the school curriculum;
- at all times and in all parts of the building

Such adjustments will ensure that

- disabled persons feel part of the life of the school ;
- disabled persons are included by their peers in all parts of the school life;
- parents of disabled pupils feel their child is part of the life of the school;
- staff feel confident in working with disabled pupils

## Information, Performance and Evidence

The school gathers information about the performance of the school on disability equality under the following headings:

pupil achievement, data analysis, pupil progress meetings, IEP reviews

learning opportunities (clubs) taken up, behaviour and exclusions records, employing, promoting and training disabled staff, communication with pupils, parents, staff and other users of the school.

## School Facility Lettings Use by the Community

The school is accessible and hirers/users are asked to discuss their requirements with school staff when booking the premises.

Review This policy will be kept under regular review and its effectiveness monitored and evaluated. The school's progress against the Accessibility Plan/ Disability Equality Scheme will be reviewed annually.