



DISABILITY EQUALITY SCHEME

Version 2017:v 1

Approved by staff
Approved by governors 28.03.17.

To be reviewed every two years

SUTTON CE (VC) PRIMARY SCHOOL

Disability Equality Scheme

1. School Ethos. Vision & Values

We seek to serve the local and wider community by offering a broad curriculum and education of the highest quality within a happy, safe secure and stimulating environment, which enables each child to experience success.

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

This school will not tolerate harassment of any person whether a disabled people with any form of impairment or a pupil who is a carer of disabled parents.

1.1 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" (DDA 1995 Part 1 para.

1.1 This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognized has been removed.
- The 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. The definition extends to those who have had a disability. (DDA 1995 Part 1 para 2. - (1) The provisions of this Part and Parts II and III apply in relation to a person who has had a disability as they apply in relation to a person who has that disability.)

We understand 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 this definition.

1.2 Schools Strategic Priorities

Learning – all pupils are taught according to need. Please see the school's Policy for Special Educational Needs.

Environment

2007

- Accessible toilet provided
- Ramps built at 60's block cloakroom entrance
- Cover installed in courtyard playground to enable covered access to disabled toilet

2008

- Inside door handles changed to push pad 'fire exit always open' design to enable easier opening.

2009

- Hoists installed for easier lifting

2010

- Hygiene suite installed
- Hoists repositioned to KS2 (Yr 3/4) corridor)
- High Visibility strips painted around the edge of steps and across ramps.

2012

- Ramp to east side of Yr 5/6 block installed

2013

- Ramp from The Brooklands car park into school installed
- Ramp to west side of Yr 5/6 block installed

2015

- Mobile classrooms installed with full accessibility for all pupils and staff
- Outside lighting installed to ensure safe access around the school site

2017

- Yellow Nosings fitted at the top and bottom of the spiral staircase

The obligations under the 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.

2. The 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 not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- 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. (DDA 2005 S.49A)

3. How we will meet the General Duty & Specific Duty

The production of this disability equality scheme 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 i.e. to produce a Disability Equality Scheme for our school.

3.1 Involvement of Disabled People in Developing the Scheme

Responsibility for developing this scheme lies with the Headteacher. The Headteacher will develop the scheme in consultation with the SENCO, a School Governor, and a parent of disabled child if appropriate.

3.2 The Governing Body

Membership of the Governing Body is open to all eligible persons irrespective of disability. Members of the Governing Body are encouraged to visit school to aid monitoring of measures taken to ensure that Every Child Matters.

3.3 Removing physical barriers

The school building is modified to suit the needs the ever changing school population.

Disability in the Curriculum, including teaching and learning

Careful planning is given to the schools delivery of all activities within the National Curriculum and steps are taken to be inclusive for all our pupils with disabilities. At times this may mean that they are doing a slightly different activity ie wheelchair users developing their wheelchair skills when their physical condition prevents them from taking part 100% in a PE lesson.

Eliminating harassment and bullying.

The school's Anti Bullying Policy is regularly monitored and reviewed by a team of staff, parents, Governors and students. The latest policy is available from the school. Incidents where a physical disability has resulted in bullying are logged on the PRIDE website.

Reasonable Adjustments

The DDA requires schools to make 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. Specifically, the school intends that disabled pupils and users will 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.

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

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

And when

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

3.4 School Facility Lettings Use by the community

It is important that community users have full access to all areas of school and hirers/users are asked to discuss their requirements with school staff when booking premises

3.5 Link with the local NHS Trust services

The school and community nurse is available throughout the term upon request. She provides a link between school and health care professionals dealing with our pupils and their parents. The nurse plays a leading role in helping the school anticipate and plan for the needs of current and future disabled users of the school.

The school also works in collaboration with the following professionals to seek advice, guidance and support to ensure the best outcomes for its disabled pupils:

Occupational Therapist

Physiotherapist

Speech and Language Therapist

Senior Member of Staff Responsible: The Headteacher

Day-to-day responsibility for the implementation and monitoring of the policy will be the SENCO.

Governor Responsible: Mrs Sue Read

Date of Policy: March 2017. Review Date: March 2019 or sooner if needs change.