

Rogate C.E. Primary School



The Disability Duty / Disability Equality Scheme

Reviewed:	July 2016
Next Review:	July 2020
Person Responsible:	Head Teacher

Introduction

The Equality Act 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.’

Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equality Act ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a person is disabled. It is the effect on the person’s ability to carry out normal day-to-day activities that has to be considered.

This Disability Equality Scheme should be cross-referenced to our:

- Inclusion Policy
- Policy for Equality of Opportunity

REQUIREMENTS ON SCHOOLS

The Disability Discrimination Act 2005 introduced the Disability Equality Duty (DED) which required public authorities to consider how their policies and practices affect disabled people.

The Equality Act 2010 introduced the Public Sector Equality Duty which brings together with DED with other existing duties (on race and gender). It also covers age, sexual orientation, religion or belief, pregnancy and maternity, and gender reassignment. The new Duty came into force on 5 April 2011. The majority of the Equality Act provisions came into force from 1 October 2010.

In accordance with the Duty, this school has due regard to the need to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different groups
- Foster good relations between people from different groups

‘Due regard’ means to consciously consider these three aims when making decisions about policy or practice which would affect people. For example, the Duty covers:

- How a public authority acts as an employer
- How it develops policies
- How it designs and delivers services
- How it procures services

In order to meet the Duty, the school will analyse the impact of its policies and practices in respect of equality. The school will be able to demonstrate what has been considered, what information has been used, and what decisions have been reached.

The Disability Equality Duty requires schools to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination legislation
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

The governing body plans to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme, in conjunction with the policies referred to above, sets out how the governing body will promote equality of opportunity for disabled people.

EQUAL VALUE PRINCIPLE

At Rogate CE Primary School, we meet the requirement of the disability discrimination legislation in a number of ways:

- We work to create a school community which is tolerant of others and in which each member of the school is respected and recognised as of equal value.
- Our school is an integrated whole, inclusive of all pupils with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties. We consider each person's unique needs – intellectual, physical, spiritual, emotional and social.
- All members of the school community work together to foster an atmosphere in which each person can grow and flourish regardless of race, class, colour, creed, gender, sexuality, age or ability. Positive relationships are fostered in a climate of high expectations and respect for individual achievement.
- All pupils are expected to value and celebrate the unique contribution that each individual makes. They are beginning to learn to respect the rights not only of each other but also of groups in the local and wider community.
- The language used in the school community, spoken or written, fosters a positive attitude to each person whatever their race, class, colour, creed, gender, sexuality, age or ability.
- Pupils have full access to a broad and balanced curriculum and to a variety of extra-curricular activities and experiences. Attention is given to adequate resources and the development of an appropriate environment to meet the needs of individual pupils and groups within the school community.

STATEMENT OF INTENT

Rogate CE Primary School continues to develop its ability to provide an inclusive accessible environment for pupils, staff and members of the wider community with disabilities.

We aim to meet the five outcomes of 'Every Child Matters'; by ensuring that everyone stays safe, is healthy, enjoys and achieves, makes a positive contribution and achieves economic well being.

ROLE OF KEY PERSONNEL

Governors agree and monitor policy and practice and review through the vehicle of the School Improvement Plan [SIP]. This is done alongside a review of access, inclusion and equal opportunities policies. [Reviews are currently carried out on a three year cycle.]

The Leadership Team ensures that all policies and practices, protocols and provision have regard to the Disability Equality Duty.

All staff are responsible for implementing policies and continuing to develop inclusive practices.

ROGATE CE PRIMARY SCHOOL'S DISABILITY EQUALITY DUTY SCHEME

We value the inclusive ethos of our school and work hard to maintain this. Pupils with a disability are identified as part of the transition process from home / pre-school to main-stream school. This involves both formal and informal visits and transfer of information between schools and multi-agency groups, well before the September term begins. A plan is then formulated in order to meet any identified needs. Information is shared with all staff who come into contact with the pupil as appropriate.

Pupils with a physical disability or medical condition have an individual care plan written and agreed with parents, school staff and appropriate professionals. This is reviewed annually or more frequently if needed.

Reasonable adjustments are made to a pupil's timetable through differentiation by adult support, input or outcome. All adjustments are made with the aim of enabling the child to participate as fully as they are practically able in every lesson.

All pupils have full access and are included in every area of the curriculum, facilitated where necessary by additional adult support / specialist equipment and resources.

The needs of all children are regularly reviewed and policy/practice revised accordingly.

Please refer to individual policies as identified above for details of access planning, equal opportunities and inclusive practice.

