



Holy Trinity Church of England (Aided) Primary School

Policy Statement

Disability Equality Scheme

The Best for Every Child - a Unique Child of God

At Cookridge Holy Trinity Church of England (A) Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We pride ourselves on being friendly and welcoming. We believe in the uniqueness of the individual as a child of God and recognise the range of contributions that each can make.

We provide for the spiritual, emotional, physical, mental and social development of the whole child, as a child of God. We seek to foster self-esteem and instil a sense of responsibility to others and the world around them through the teaching of our Christian Values.

We are committed to the pursuit of excellence, and the school curriculum aims to offer all children a broad and balanced, relevant and differentiated curriculum which provides consistency and continuity of teaching throughout the school, enabling every child to maximise their potential.

We work in partnership with parents, the local church, the wider community and other schools to provide an education of the highest quality.

Date: September 2018
To be reviewed: September 2021

Introduction

Cookridge Holy Trinity CE Primary School welcomes its general responsibilities under the Disability Discrimination Act 2005 and resultant Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

School Ethos, Vision & Values

At Cookridge Holy Trinity CE Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

Definition of Disability

The Disability Discrimination Act 1995 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'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more of the following:

mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

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.

How Disabled People have been Involved in the Scheme

Cookridge Holy Trinity C of E Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have identified our disabled pupils and sought their views.

Disabled staff:

We have asked all staff to identify any barriers in school that affect them and how we can plan to overcome them.

Disabled parents/carers:

We have given all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs.

Disabled members of the local community:

We have given a questionnaire to all groups which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments.

How we have gathered information on the effect of our policies and practices on disabled people.

We recognise that our policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- on the educational opportunities available to and the achievements of disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:

Pupil Achievement:

Regular teaching assessments of progress.
Pupil questionnaires
School Council meetings

Learning Opportunities:

An inclusive curriculum
A variety of after school clubs

Admissions, Transitions, Exclusions:

Nursery visits to ascertain pupil needs for all pupils
Additional transitional arrangements for pupils coming into school and going onto high school.

Social Relationships:

Learning Mentor time for pupils who need it.
Circle of friends groups
Social skills groups

Employing, Promoting and Training Disabled Staff:

We are an equal opportunities employer.
We train/assist staff according to their needs. E.g. printing handouts on coloured paper, reading documents for staff who find reading hard.

How we will assess the impact of our policies?

We seek feedback from pupils and their parents/carers. This tells us that:
Children with disabilities are happy at our school and make good academic progress.
Making alternative arrangements for time out enables one child to have a calmer and happier experience of school (Year 6 child with autism).
Parents feel their child's needs are catered for.
We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies.

Our Action Plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty. We have incorporated our accessibility plan into our overall Disability Equality Scheme action plan. This outlines the steps we are taking to improve

- curriculum access
- provision of information to disabled pupils
- physical access

Reporting

Governors will review this Disability Equality Scheme annually in September. We will report annually on the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

We will ensure that disabled people are involved in this process.

Revisiting the Scheme

Our scheme will be reviewed and revised (evaluated) after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.