



Name of policy: DISABILITY EQUALITY SCHEME

Version	Date	Approved by governors	Description
1	FEB 2010	29.04.10	WRITTEN BY GILL GOOCH Approved by General Purposes Committee
2	Summer 2011	30.06.11	Reviewed by Gill Gooch – no changes made
3	Summer 2012	12.07.12	Reviewed by Gill Gooch – no changes made

This policy is due for review on: Summer 2013



Disability Equality Scheme

School Ethos, Vision & Values

Highwood Primary 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.

Highwood Primary School will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

This policy links to the school Equal Opportunities policy, Behaviour Policy, SEN Policy, Assessment Policy, Medical Needs Policy and the school Health and Safety Policy.

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 recognised 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.

Highwood Primary School uses the ‘social model’ of disability, as a 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. This is highlighted in the school’s Equal Opportunities Policy.

1.2 Schools Strategic Priorities

Highwood’s Disability Equality Scheme links directly to the school development plan and high expectations for all.

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)

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.

Please refer to the Equal Opportunities Policy for specific information regarding how Highwood Primary School is implementing and reviewing the duties relating to our Disability Equality Scheme.

3.1 Involvement of Disabled People in Developing the Scheme

The school's Inclusion and Equal Opportunities Policies generally reflect what actually happens in school and it was agreed that this demonstrated the involvement of all in the development of the scheme.

3.2 Developing a voice for disabled pupils, staff and parents/carers

Parent and pupil involvement in meetings directly relating to them is recognised in the meeting minutes and, for example, annual review contributions, IEP review and signed provision maps.

School council and class circle times provide an opportunity for everyone's views to be heard and for everyone to play a part in the decision making process. We engage children in developing a democratic approach which actively fosters representation for disabled pupils on the schools council as the main discussion and decision making forum for pupils.

3.3 The Governing Body

Governors' meetings and minutes are accessible to parents on request. The Governing Body seeks feedback from parents on an annual basis via a parental survey.

3.4 Removing barriers

Our current accessibility plan outlines the steps we are taking to improve:

- curriculum access
- physical access.

This should be read in conjunction with our Disability Equality action plan.

3.5 Disability in the Curriculum, including teaching and learning

The statutory inclusion statement in the National Curriculum for England describes schools' responsibility to provide a curriculum that meets the specific needs of individuals and groups of pupils. The statement provides examples of how this responsibility can be met. It sets out three principles that are essential for teachers and schools to follow when developing an inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

3.6 Eliminating harassment and bullying

The school harassment and bullying policy clearly demonstrates how discrimination, bullying, harassment of disabled children and adults will be dealt with. Records are reviewed to monitor the effectiveness of the policies.

3.7 Reasonable Adjustments

Highwood Primary School endeavours to make reasonable adjustments in order that all its pupils have an equal opportunity to succeed in all areas of the curriculum. The school's provision maps detail the interventions which underpin our curriculum and through which the adjustments are delivered. The effectiveness of the adjustments is evaluated through the school's self evaluation, the LA and Ofsted.

3.8 Information, Performance and Evidence

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

- a) Pupil Achievement

Pupils are tracked individually and our assessment system is capable of providing assessment data on individuals and a range of different groups, including children with LDD.

b) Learning Opportunities

We plan learning opportunities to deliver our aim that every child should have an equal opportunity to succeed. This means that we do not treat everyone the same but rather that we personalise our provision to meet individual needs.

c) Admissions, Transitions, Exclusions (including Behaviour cases)

Admissions are centrally managed. We have a clear, structured transition plan for children entering the Speech and Language Resource and we work closely with local Secondary Schools to ensure smooth transition between Highwood and Year 7.

d) Social Relationships

SEAL materials underpin the PHSE provision throughout the school. We have mentors who work with specific individual children and we link closely with Vulnerable Children's Service (VCES) to provide appropriate social/emotional skills groups.

e) Employing, promoting and training disabled staff

Staff with disabilities receive the same training and promotion opportunities as non-disabled staff. Please refer to our Equal opportunities Policy: Employment and Staff development for further information.

3.9 Impact Assessment

At Highwood we recognise the importance of assessing the impact of our current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on our disabled stakeholders and to inform future planning.

We therefore monitor the impact of school policies. This is captured by means of the school's equalities monitoring process which involves:

- consultation with disabled stakeholders, in order that areas for change be identified.
- Analysis of information from data collection relating to disability.

This Disability Equality Scheme is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

3.10 Reviewing/Monitoring

Progress will be reported annually including details of:

- information gathered during the year
- how this information was used
- action points (from action plan) completed during the year and those that are ongoing

The scheme will be reviewed after 3 years and disabled people will be involved in the process. A new action plan will be produced responding to issues identified through the impact assessment.

Senior Member of Staff Responsible Head Teacher

The scheme and action plan needs to be committed to by the highest level of authority you have- the Head Teacher & Chair of Governors (or equivalent). You may also want a member of staff with disability expertise to take responsibility for the day-to-day implementation.

Designated Member of Staff Gill Gooch (Head of Inclusion)

Governor Responsible **Peter Jacobs**