

SINGLETON C.E. PRIMARY SCHOOL



DISABILITY EQUALITY

Reviewed: Autumn 2023
Next review due: Autumn 2026

Introduction

The Disability Discrimination Act (DDA) requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.
- Prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme sets out how the governing body will promote equality of opportunity for disabled people.

The DDA also requires the governing body to plan to increase access to education for disabled pupils in three 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.

Definition:

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.

The main duties are not to treat disabled people less favourably and to take reasonable steps to avoid putting disabled people at a substantial disadvantage.

The purpose and direction of the school's scheme

At Singleton CE Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our Equal Opportunities Policy which states:

'We are an inclusive school where every pupil has an entitlement to all areas of the curriculum and educational experiences which will enable them to develop their full potential. No one is discriminated against because of race, sex or disability.'

The Disability Discrimination Act (2006) requires us to have due regard to the following duties in all that we do:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the DDA 1995
- Eliminate disability related harassment

- 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.

This scheme aims to set out how we will meet these general aims.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school

Involvement of disabled pupils, staff and parents

People with disabilities will be involved in the following ways:

- Parental surveys to give opportunity for disabled people to disclose their disability – these will be analysed to identify any issues relating to the disability
- Pupil surveys as part of the normal cycle of self evaluation will also be used to identify any issues
- Disabled staff will have regular meetings with their line manager to discuss how the school can best enable them to work
- Pupils with disabilities will have regular meetings with their class teacher and SENDCo to identify any perceived difficulties

We do not presume that the views held by the parents of a disabled child are shared by that child and therefore always seek to gain the views of both parent and child.

When seeking the views of disabled people, we will use their preferred means of communication.

Information Gathering

Information about pupils is gathered on admission.

e.g.

Your support for your child's education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for examples: letters in large font or Braille, providing a signer, explaining things over the phone, wheelchair access.

Information about staff is gathered at the recruitment stage using the West Sussex application form. West Sussex also requires successful applicants to complete and return a Health Questionnaire.

In order to keep information up to date, the school will need to ensure that all members of staff are given the opportunity to disclose information, if they wish, possibly at annual review meetings.

Impact Assessment

Analysis of the information gathered will form part of the annual review process of the school improvement plan and priorities for increasing or improving access and equal opportunities will form part of the ongoing plan.

All school policies are reviewed at least every three years on a rolling review timetable and as a first step towards assessing the impact of policies on disabled people, the policies of the school will be screened to identify their level of relevance and potentially their impact on disabled people.

Reporting

Annual Reporting

Schools must report on the progress being made to promote equality of opportunity for disabled people. This report will be published on the school website.

The person responsible is the headteacher.

Implementation

Implementation, Monitoring and Evaluation of the Action Plan

The implementation of the Action Plan is overseen by the governing body. A report is made to the governors by the headteacher. The evaluation of the effectiveness of our scheme will be reflected in our discussions with our school improvement partner and with Ofsted when the school is inspected.

Publication of the Scheme

Our scheme will be referred to on the school website and be available in paper format on request.

Reviewing and Revision of the Scheme

The scheme will be reviewed in line with the School Improvement Plan (every 3 years). The Headteacher will be responsible for initiating the review.