

# Disability Equality Scheme

**School name: Carlton Colville Primary School**

*3-year period covered by the disability equality scheme:*  
**June 2014 - June 2017**

## **Introduction**

**Duties under Part 5A of the DDA require 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; and**
- **prepare and publish a disability equality scheme to show how they will meet these duties.**

**This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.**

**Duties in Part 4 of the DDA require the governing body to plan 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 incorporates the school's plans to increase access to education for disabled pupils.**

## **1. School Ethos, Vision & Values**

*The purpose and direction of the school's scheme*

**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 disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.**

The school will give due regard to the six elements of the general duty. For example:

- ❑ Promote equal opportunities between disabled people and others.
- ❑ Eliminate discrimination covered by the DDA.
- ❑ Eliminate all forms of harassment and bullying related to disability.
- ❑ Promote positive attitudes at all times towards disabled people.
- ❑ Encourage and enable participation by disabled people in school life.
- ❑ Treat disabled people more favourably than non-disabled people when appropriate.

### **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 and now includes people with long term medical conditions such as those with cancer or surviving cancer, HIV and Multiple Sclerosis from the point of diagnosis. It also includes mental impairments and the need for these to be clinically well recognised has been removed by the Act.**

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.

**Our school accepts the “social model” of disability which recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole”**

Our school therefore uses the social model of disability throughout our work. 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. We also recognise that social, emotional and behavioural difficulties are part of this definition where they have a substantial and long-term effect on a child or young person's ability to carry out normal day to day activities.

## **1.2 Schools Strategic Priorities**

The Duty meets the strategic priorities of the school in the following ways:

- ❑ Provide high quality learning and teaching for all.
- ❑ Provide a sensitive and caring environment, promoting respect and consideration toward others.
- ❑ Recognise and celebrate individual achievement for all.
- ❑ Ensures equal opportunity for all.

The school recognises that the scheme has to extend to disabled pupils, staff and parents.

- The scheme incorporates the vision and values which are identified within the accessibility plan for disabled pupils;
- The scheme is developed and reviewed by the school community.

## **1.3 Involvement of disabled pupils, staff and parents**

The school involves in the development of its scheme disabled people who appear to the school to have an interest in the way it carries out its functions.

Following a staff, parent and pupil survey the school have increased accessibility with car parking, wheelchair accessibility, disabled toilets, ambulant facilities and two lifts.

## **1.4 Information gathering**

The school's scheme adopts the LA policy of offering an interview to candidates with a disability who meet the essential criteria.

All educational opportunities are available to disabled pupils within the inclusive ethos.

Arrangements are in place, in the form of a working party, to review the action plan and to inform subsequent schemes.

## **1.5 Impact assessment**

The school will assess the impact of its policies and practices on disability equality in the following ways:

- annual surveys, (see above)
- ongoing feedback from stake holders
- school council/pupil perceptions

## **2. Identifying the main priorities for your school's scheme and deciding your actions**

School will take the following steps to meet the general duty:

- Accessibility plan since 2006 which worked towards meeting the targets over the time scale of three years.
- The plan took into account the needs identified by the school community.
- Policies are reviewed on a regular basis in the light of new initiatives and directives.

## **3. Making it happen**

### **3.1 Implementation**

The school will implement the actions in their scheme within three years.  
The school's DES will incorporate the Accessibility Plan.

### 3.2 Publication

The scheme will be referenced in the following ways:

- SEF
- Asset Management Plan
- Governor's and Staff Handbooks
- School Website

### 3.3 Reporting

The schools reports on the DES annually.

### 3.3 Reviewing and revising the scheme

The schools will review and revise their scheme every three years.

Review Date June 2017

Senior Member of Staff Responsible Headteacher

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

Designated Member of Staff Senco

Governor Responsible Vice Chair

### Appendix 1 DES Action Plan

The steps the school will take to meet the General Duty are outlined in the school's Accessibility Plan.