

Disability Equality Scheme

Review Date: January 2021

Next Review Date: January 2022

Scope of the policy

The Disability Discrimination Act 2005 required all public authorities, including secondary schools, to produce and publish a Disability Equality Scheme. All primary schools in England are required to publish their Disability Equality Scheme by 3rd December 2007.

The Disability Equality Scheme also incorporates the Equality Act 2010 which legally protects people from discrimination in the workplace and in the wider society.

The purpose of the Disability Equality Duty is to improve equality of opportunity for all disabled people using the school. School's Disability Scheme will demonstrate how we as a school will ensure that the requirements of the Disability Discrimination Act 2005 are met.

The scheme was ratified by Governors, and any actions will form part of the School Improvement Plan which is reviewed regularly by the Executive Head Teacher and Governors.

Introduction

Coaley CofE Primary Academy 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 or service delivery.

At Coaley, we recognise that each disability is different and individual children even with the same disability may have different needs. Many disabilities are hidden but the effects may not be so. Even with an obvious disability there are hidden impacts on learning, achievement, self-esteem and social skills.

We will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment.

Coaley Academy 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'.

What do we understand by 'disability'?

'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities' (DDA 1995 Part 1 Para. 1.1)

Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

How we will meet the General Duty and 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.

The General Duty

We 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
- encourage participation by disabled persons in public life by
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

This will be achieved by:

- Discussion and awareness raising with staff, parents, Governors and pupils through the school newsletter, assemblies and in meetings. This will need to be strongly led by the Head and Senior Managers at the school in order that it becomes embedded into school life.

Involvement of Disabled People in Developing the Scheme

Pupils, staff, parents, carers and disabled members of the community who may use school facilities are involved in developing the scheme and identifying actions.

Disability Equality should be a heading on the agenda for the Finance & Resources Committee meeting at least once term, though it may come up more often, and it is recognised that many of the issues will also be wider than just related to resources. Issues arising will be referred to the appropriate Governor's committee.

Gathering information from disabled pupils, staff, parents, carers and people from the wider community using the school.

The school will seek to improve how we gather information from people with a disability by inviting suggestions from stakeholders. Any child or adult joining the school with a disability will also be invited to contribute to the plan.

To comply with the DDA requirements we will consider in particular

- The educational opportunities and achievements of pupils
- The recruitment, development and retention of disabled employees

Gathering information will be an ongoing process. We will collect data about disability over time and analyse our policies and procedures in the light of our findings.

Using the information to prepare the Action Plan and assess the impact

The Finance & Resources Committee will use the information gathered to prepare the Disability Action Plan and to review annually the effectiveness of the actions taken. Where necessary new action points will be included.

Information will be analysed to show how much progress has been made in relation to disability equality. Educational achievements and wider opportunities for pupils with disabilities will be monitored. Further opportunities to promote equality will be included in subsequent Action Plans.

Links between school policies, the Accessibility Plan and the Disability Equality Scheme

This scheme will form a part of the RAP with premises issues being added to DGAT's Asset Management Plan and Coaley's plan of minor works and maintenance.

Arrangements for publication

Once the plan has been drafted, a copy will be placed on the school website.

Appendix 1 DES Action Plan 2019-20

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)	Outcomes and actions
<p>Review needs and views of parents with children with disabilities or additional needs to ensure that Coaley is a fully inclusive school</p>	<p>Request input via the school’s website and via termly Zoom Parents’ Forums</p>	<p>Plan has been widely shared with all stakeholders in the school community</p>	<p>Annual</p>	<p>EHT</p>	
<p>Ensure good access arrangements for ALL children in and around school</p>	<p>Review any PEEPs each term through agenda item on the Finance and Resources committee if necessary</p>	<ul style="list-style-type: none"> ▪ PEEP Item to be added to Finance & Resources committee if necessary ▪ PEEP written for any child or member of staff requiring one 			
<p>Ensure positive access to the curriculum and wider curriculum, particularly in music and PE</p>	<p>Ensure there is equality of access to PE curriculum and provision.</p> <p>Positively plan for inclusive sports in PE sessions and after school clubs, eg: Boccia and dance</p> <p>Ensure access at PGL and trips are fully inclusive</p> <p>Support access to music through promoting singing lessons and singing within enrichment weeks, when restrictions allow</p>	<ul style="list-style-type: none"> ▪ All stakeholders feel that PE provision is inclusive ▪ Inclusive sporting activities are planned for and observed by PE lead • Contact PGL and confirm needs and accessibility • Ensure compliant and full access of equality 			

Ensure disability is positively represented, in our school library	<ul style="list-style-type: none">• Create a list of appropriate books• Buy books and display, with other books, in a prominent place in the library• Monitor the books use and take-up	A wide range of books are bought reflect our diverse community Children take the books out and enjoy them			
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