



Disability Equality Scheme

At St. Edward's and St. Peter's Catholic Primary Schools we are committed to ensuring equality of education and opportunity for disabled pupils, staff and those who receive 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. We will not tolerate harassment of disabled people with any form of impairment. Our admission policy does not discriminate against disabled pupils.

We aim to create a community where each member is valued, cared for and helped to develop as an individual.

We aim to build positive relationships, encouraging in our pupils a sense of self-respect, respect for others and for all life, which is reflected in their conduct. Through praise and celebration, we aim to build an environment where self-esteem can flourish and pupils can learn self-reliance and independence and the skills for independent learning.

We aim to help our pupils develop as knowledgeable, responsible and compassionate citizens.

We are committed to high standards, encouraging individual excellence by supporting each child to achieve the best of which he or she is capable.

Definition of Disability.

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has a 'physical or mental impairment which has a substantial or long term adverse effect on his ability to carry out normal day to day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long term and substantial adverse effect on their activities.
- Section 18 has been amended so that 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.

A test of whether an impairment affects normal day-to-day activity is whether 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;
- Perception of risk of physical danger.

The Duty.

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

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- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination that is unlawful under the DDA
- Eliminating harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.
- This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

St. Edward's and St. Peter's Catholic Primary Schools treat all pupils with SEN and those with long term medical needs as disabled for the purposes of the Act and equality.

St. Edward's and St. Peter's Catholic Primary Schools recognise the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

- Consultation with Parents, disabled pupils and staff to determine their priorities for the school with regard to disability equality over the next 3 years, via oral feedback and questionnaires.

Disabled Staff.

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. We have consulted staff. All new members of staff will be consulted at the start of their work. Their views will then be taken in to consideration to formulate an action plan.

Disabled Parents/Carers.

We have given parents/carers a questionnaire to identify any barriers that affect them and how we can improve the way we meet their needs. This information has enabled us to draw up a relevant action plan.

Discrimination is:

- Treating someone less favourably than someone else for a reason related to her/his disability without justification.
- Failing to make a reasonable adjustment.

Aims of our Disability Policy

1. The promotion of equality of treatment for pupils with disabilities.

- Families of all children admitted to the school are made aware of our inclusive nature
- All our school policies and procedures aim to promote inclusion of pupils with a range of learning needs.
- Our policy on Anti-Bullying makes it clear that bullying of any sort is unacceptable, that it is a serious matter and that we always take firm action against it. We take clear, prompt action to deal with incidents such as name-calling, making fun of etc.
- We commit substantial resources to extending the training of both teaching and support staff in topics which include: awareness of disability, managing difficult behaviour, equality, supporting individual learning needs and dealing with specific health issues (epilepsy, diabetes, cerebral palsy, etc).
- In our schools we celebrate difference; we encourage children to work together and to support each other, both inside and outside the classroom.

2. The undertaking of reasonable steps to avoid disadvantage to pupils with disabilities

- Making provision for children who need medication during the school day, e.g. inhalers, anti-epilepsy drugs, Ritalin, insulin etc.

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- Making provision for children who need physiotherapy during the school day, e.g. those with muscular dystrophy, cystic fibrosis etc.
- Making provision for children with hearing and or sight impairment.
- Creating, following liaison with parents and educational professionals, Provision Mapping as relevant.
- Ensuring that staff who supervise playtimes are able to facilitate suitable inclusion of all pupils.
- Making reasonable adjustments to ensure children can access the curriculum e.g. allowing a disabled child who cannot do normal PE activities to continue swimming.

3. The improvement of accessibility to the school and curriculum

In working towards this aim we will consider physical issues, curricular issues and communication, as follows:

Physical, we will:

- Audit physical access to and within the premises
- Consider the use of ICT where appropriate
- Produce an action plan to improve accessibility

Curriculum, we will:

- Give a high priority to appropriate differentiation
- Assess progress carefully and discuss this regularly
- Liaise with relevant agencies to support progress
- Support staff training

Communication of Information, we will:

- Have available a variety of means of communicating with parents, e.g. Braille, large print, ICT usage, etc, where appropriate.

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.

Monitoring.

We will monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality duty and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

Revisiting the scheme.

Our scheme will be reviewed after a period of three years and disabled people will be involved in the process. A new action plan will be produced .

Review date: 2012

Senior member of staff responsible: Executive Headteacher.

Governor responsible: