

# Disability Equality Policy

## Pye Bank CE Primary School

An Appendix to the Equality Policy



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## 1. Introduction

***The Equality Act 2010 builds on existing responsibilities for schools, including the duties to make reasonable adjustments, and to plan strategically to increase access to schools over time.***

**The definition of disability within the act is:**

- 'you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

The definitions of 'substantial' and 'long term' are as follows:

- *Substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed.*
- *'Long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection*

This Policy in conjunction with our Equality Policy sets out the steps our governors will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life in the wider community and in the non-educational services they might provide.

The Equality Policy outlines the roles and responsibilities of all leaders and staff in ensuring we fulfil our duties linked to making reasonable adjustments, planning strategically to increase access of pupils with a disability to school over time and in tackling disability discrimination.

This policy, the Equality Policy and Equality Action Plan, build on our accessibility plan and develops our work further to include:

- ✓ A definition of both disability and inclusion that is wider than special educational needs and applies to all vulnerable groups such as that set out in Equality Act 2010 and the SEND Code of Practice 2015

'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition'.

- ✓ working with the social model of disability that is:

*'while many individuals have physical or sensory impairments, learning difficulties or are living with mental health problems, it is in many cases the way society responds to these (attitudinal and environmental barriers) which can increase the level of disadvantage and not the disability itself.'*

Our work in this area is prioritised and developed through actions identified in our Accessibility Plan and our Developing Excellence Plan. Our lesson and curriculum design (including our PSHE and RSHE curriculum), Targeted Support work and approach to intervention. We identify all possible barriers to learning and act to reduce these.

- ✓ taking a proactive approach in making reasonable adjustments
- ✓ work with pupils, staff and parents/carers
- ✓ involving the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan
- ✓ Working positively with a range of professionals and services, including locality schools
- ✓ Voluntary support groups

## 2. The Ethos of our School

Pye Bank CE Primary School promotes excellence within learning and supports high expectations for all.

Our aims are:

- To ensure that school is a happy and safe place for your children every day.
- To aim for academic excellence for all children, ensuring that we have the highest expectation of what they can achieve: recognising the potential of every child in our care.
- To strive at all times to meet the needs of every child of all abilities and backgrounds.
- To nurture and value every member of the school community, as a unique individual.
- To work in true partnership with all our parents, our children and our community.
- To inspire and motivate our children, offering an exciting curriculum which is relevant, challenging and reflects and values the diversity of our faith based community.
- To provide opportunities which broaden experiences within and beyond the classroom, drawing on and extending existing talents and skills.

We aim to achieve this through being an inclusive, aspirational learning environment where children, families, staff, governors and the wider community learn together in an atmosphere of co-operation, respect and tolerance.

As a community we promote, through our curriculum, self-discipline, understanding, empathy, co-operation, perseverance and independence. We encourage a culture of high standards, achievements and expectations. We aim to develop the full potential of every individual, regardless of ethnicity, religion, gender, disability or any other protected characteristic.

We recognise that every child brings valuable experiences and strengths to our school. We build on these by offering a curriculum that is stimulating, accessible, challenging and differentiated to meet the needs of all children.

We provide an open, stimulating environment in which every child feels safe, valued and happy. We encourage parents and the wider community to take an active interest in the education of all of our children and to feel an ownership of their school.

Our ethos forms the core of our planning and teaching. Our teaching and curriculum is our ethos in action.

At Pye Bank CE Primary School we are committed to equal opportunities in learning and employment for all members of our school community and those receiving services from the school. We promote inclusion and equality and strive to challenge discrimination in all forms. Our commitment to challenge discrimination and promote equality for all is demonstrated through our:

- Ethos
- Aims
- Equality and Diversity Scheme and Policy
- SEND/Inclusion policy
- EAL policy

- Gender Equality Scheme
- Accessibility Plans
- Curriculum

### 3. Our Accessibility Plan

Our Accessibility Plan sets out our work to remove barriers – physical, communication and curriculum by:

- ✓ 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, parents/carers and staff can take advantage of education and associated services
- ✓ Improving the delivery of written information to disabled pupils, parents/carers and staff.

We will further develop our Accessibility Plan as part of our scheme to promote disability equality in the other areas for disabled pupils, staff, parents or carers by questioning, challenging, removing barriers, making reasonable adjustments and linking the outcomes to our policies and our school improvement plan.

#### **Our Access Plan: Access to the Curriculum**

- We ensure that all children have access to a broad, balanced curriculum differentiated to meet their individual needs. We make reasonable adjustments to the curriculum as required.
- Our Behaviour Policy is structured and comprehensive and articulates agreed standards and expectations across our school setting. Again reasonable adjustments are made in our approach in relation to the needs of disabled pupils.
- All Teaching and Learning Policies include an agreed Inclusion Statement which articulates our school's approach to ensuring that all children are given equal opportunity in our school.
- We promote a broad world view in which our pupils are encouraged and expected to gain an understanding and empathy to the needs of all people including those with a disability.
- We monitor and track the progress of all pupils carefully. Disabled pupils are identified and their progress is tracked particularly rigorously.

#### **Our Access Plan: Physical Access**

We areas of our physical space are accessible to all, in terms of accessibility to all rooms in school, access to disabled toilet and shower facilities. We ensure all areas of our school are accessible to all pupils in our care, and we ensure that all developments maximise access. We are however responsive to identified and changing needs of our children and adapt provision in line with professionals advice. This is kept under review through SEND/EHCP reviews and our Trust building risk assessments.

#### **Access to Written Information and Services**

- We strive to ensure that all children, parents/carers and staff can participate in all school activities and opportunities.
- We have an agreed system for the administration of medication.
- Our emergency evacuation procedures take full account of the needs of disabled people.
- We ensure that our admissions, induction and transition procedures offer timely support to both children and parents/carers. We always strive to ensure that any additional needs are recognised and communicated.
- We produce alternatives to written communication if required.
- We produce large print letters etc as required.

### 4. Participation and Engagement

- All pupils and parents/carers have an equal opportunity to have a voice and to participate in deciding the direction of our school through our School Council, Governing Body and parent/carers through our regular coffee mornings and workshops. We also survey parents/carers and children and act upon views expressed if appropriate.
- All governors are aware and mindful of their responsibility to promote disability equality.
- Bullying and any other form of harassment is challenged throughout our school in all areas of activity.

## 5. Employment

- All candidates for any vacancy are treated equally. We actively value a diverse staff team and have worked hard to ensure all staff have opportunities to develop professionally.
- We monitor the number of staff we employ who are recognised as disabled under the Equality Act.
- We make reasonable adjustments for any disabled staff. Staff are given time for treatment without penalty and are supported to gain additional help and guidance, eg support with Access to Work Applications.

## 6. Information we collect

This scheme monitors:

- Admissions of disabled pupils
- Exclusion of disabled pupils
- Disabled pupil attainment
- Recruitment, retention and career development of disabled staff
- Effectiveness of reasonable adjustments
- We use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this plan and identify future priorities.
- Parent/carer/pupil feedback given through surveys, discussions in SEND Reviews, EHCP reviews, parent/carer consultations, discussions within weekly coffee morning and other workshops and discussions with our SENDCO, pastoral managers and learning mentor.

Our priority actions are included in our Accessibility Plan, Developing Excellence Plan, Equality Action Plan and our Pupil Premium Strategy.