

PINNER WOOD SCHOOL



DISABILITY EQUALITY POLICY

Approval Authority

Effective From: January 2018

Date Ratified by GB:

Next Review Date: January 2020

Signed by Chair of GB:

Pinner Wood Disability Equality Scheme

Mission Statement

At Pinner Wood School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving 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. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Pinner Wood School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Introduction

The purpose of this Disability Equality Scheme is to show how Pinner Wood School is going to meet our duty to promote disability equality for disabled pupils, staff, parents and other users of the school.

The Duty

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
- Prepare and publish a disability equality scheme to show how we plan to meet these duties

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

The DDA applies to schools in 3 ways

- As an education provider
- As an employer
- As a provider of services

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

- Promoting equality of opportunity for disabled 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.

In order to carry out this duty:

- we adopt a proactive approach, e.g. making reasonable adjustments at every level of the school
- we draw on detailed information e.g. by using data on the presence, participation and attainment of disabled pupils to inform the priorities in the school accessibility plan
- we involve disabled pupils e.g. by asking them to identify issues to be addressed in the school accessibility plan
- we collect information about disabled staff

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 or her ability to carry out normal day-to-day activities.'

- 'physical impairment' includes sensory impairments
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'substantial' means 'more than trivial'
- 'long-term' is defined as 12 months or more

The definition includes a wide range of impairments, including impairments such as dyslexia, autism, speech and language impairments, ADHD. These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on 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 or physical danger

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 of the Act 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.

In order to involve disabled pupils, staff, parents / carers and other users of the school we:

- adopt a proactive approach, e.g. make reasonable adjustments at every level of the school
- identify disabled pupils, staff, parents, carers and other users of the school
- demonstrate how we plan to collect information about disabled pupils, staff, parents, carers and other users of the school
- draw on detailed information e.g. by using data on the presence, participation and attainment of disabled pupils to inform the priorities in the school accessibility plan
- establish involvement of disabled pupils, staff, parents, carers and other users of the school in developing the school accessibility plan
- involve disabled pupils e.g. by asking them to identify issues to be addressed in the school accessibility plan
- try to gather information and opinions from people representing as wide a range of disabilities as possible
- include on School Council agenda

We plan to assess the impact of our current and proposed policies and practices on disability equality by:

- identifying issues raised by the involvement of disabled pupils, staff, parents, carers and other users of the school
- monitoring information that the school holds on disabled pupils, staff, parents, carers and other users of the school
- making judgements about the relevance and significance of policies to disability equality
- using this to determine where school needs to set priorities and make any necessary changes to improve equality of opportunity

To determine our main priorities for the scheme we will:

- write an accessibility plan
- use the accessibility plan to identify priorities and actions
- examine the information gathered
- consider the opinions of disabled pupils, staff, parents, carers and other users of the school
- assess the impact of current policies on disability equality

Implementation

We will implement the scheme within the next three years. In order to do this we need to devise detailed action plans:

- with clear allocation of lead responsibility
- with clear allocation of resources
- which consider how priorities identified in the scheme fit in with other priorities the school has to address
- have an indication of expected outcomes or performance criteria
- with clear timescales
- with a specified date and process for review

We will aim to promote equality of opportunity between disabled people and other people by ensuring:

- access to full and extended curriculum
- promoting disability awareness weeks
- all pupils are involved in concerts / assemblies / gifted and talented register
- we make practical provisions / changes
- use of PSHE / circle times to promote awareness of disabilities
- use of professionals to do this; e.g. SACT
- we provide equal access / make reasonable adjustments
- possible representation of disabled pupils on school councils / groups
- include reference to disabled pupils in behaviour policy
- we write an accessibility plan
- publicise support networks e.g. Kids Can Achieve, NASH
- relevant information is displayed on parent notice boards

We will aim to eliminate discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability by:

- training **all** staff re DDA (including SMSAs and other members of staff)
- monitoring incidents
- monitoring attitudes in the playground
- following up incidents
- promoting awareness weeks
- providing positive role models
- providing staff training on use of correct language
- providing staff training on law / legal requirements
- providing a clear policy and guidelines
- assigning a named person with responsibility
- assigning a named member of staff to provide training
- providing a summary of the policy to parents and making it available to visitors

We aim to promote positive attitudes towards disabled people by:

- encouraging positive links with special schools
- providing suitable appropriate stories
- providing relevant resources to reflect disabilities
- providing suitable and appropriate photographs
- relevant displays around the school
- encouraging an awareness of famous people with disabilities
- working with outside agencies (e.g. SACT, HI, possibly teaching signing to whole class)
- using PSHE / circle time / citizenship/ circle of friends / SEAL
- providing parent workshops
- reviewing library resources
- ordering "All equal all different pack" (Disability Rights Commission)

We will encourage participation in public life by disabled people through:

- assemblies
- concerts
- meet and greet – tours of school
- speakers
- annual events
- community links
- role models
- clubs / school council, representing the school
- buddies / monitors
- after school clubs

Publication

We will decide whether to publish the scheme as a separate document or as part of other school documents, e.g. the equal opportunities policy or the school improvement plan. We will be able to provide a copy to anyone asking for it.

Reporting

We will report on the scheme annually and will show:

- what progress we have made implementing the plan
- what has been the effect of what we have done?

Policy Revised: January 2018

Review Date: January 2020

Signed:
(Chair of Governors)