

HOUGHTON REGIS PRIMARY SCHOOL

Disability Equality Scheme (DES)

DEFINITION OF DISABILITY

'A physical or mental impairment, with adverse effect on the person's ability to carry out day-to-day activities. Effect must be substantial and long term (this means longer than twelve months).'

DDA 2007.

AIMS

- To promote equality of opportunity between disabled people and other people.
- To eliminate discrimination that is unlawful under the DDA.
- To eliminate harassment of disabled people that is related to their disability.
- To promote a positive attitude towards disabled people.
- To encourage participation by disabled people in all aspects of school life and in the wider community.
- To take steps to meet disabled people's needs even if this requires more favourable treatment.
- To improve accessibility of our school for disabled pupils and adults.
- To involve members of the community in the development of the Disability Equality Scheme (DES).

RATIONALE

At Houghton Regis Primary School we want to make our school the best possible environment for all members of our community. In respect of the DDA this means:

- It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of disability discrimination and harassment and are committed to challenging stereotyping and prejudice whenever it occurs.
- We show respect for all disabled people.
- We endeavour to make the school a welcoming place for all disabled people represented in the community.

- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We aim to improve the information we provide for disabled pupils and adults.
- We will have an accessibility plan - see appendix A.

At our school we will consider and plan to involve disabled pupils, staff, parents and other users of the school. The school will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

The collection of information is crucial to supporting Houghton Regis Primary School in making decisions about what actions would best improve opportunities and outcomes for disabled pupils, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved.

IMPLEMENTATION

We will:

- not treat disabled pupils less favourably.
- make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
- prepare accessibility plans for increasing, over time, the accessibility of our school for disabled pupils.

Houghton Regis Primary School will consider the requirements of current and future disabled pupils. We will make reasonable enquiries to find out whether those seeking admission, as well as children currently on roll, have a disability.

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips.

The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

In deciding whether a step is reasonable, we will take into account:

- academic standards.
- available resources.
- the practicalities of making a particular adjustment.
- the health and safety of the disabled pupils and others and the interests of others.

Our DES also links to our

- * SEN policy
- * EAL policy
- * Equalities policy
- * Various curriculum policies

PROCEDURES FOR DEALING WITH DISABILITY DISCRIMINATION OR HARASSMENT

Should concerns be raised that the school is not fulfilling its duty under the DDA the school will investigate the matter and record the findings of the investigation. Advice will be sought from the Local Authority Diversity Advisor to help identify best practice. If appropriate, action will be taken to address the matters raised.

If the people raising the concerns felt the matters had not been addressed, they can use the school's Complaints procedure to follow the matter up.

THE ROLE OF GOVERNORS - DISABILITY EQUALITY

The governing body has set out its commitment to promoting disability equality and equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

Members of the governing body have agreed to:

- Ensure that the school has a written policy and an action plan on disability equality.
- Ensure that the school continues to assess the impact of its policies on disabled people with emphasis on the attainment of disabled pupils.

- Ensure that no one is discriminated against on the grounds of disability when applying for jobs at our school.

Governors will receive annual updates about this policy, the action plan and other matters connected with disability.

THE ROLE OF THE HEADTEACHER

- It is the head teacher's role to implement the school's Disability Equality policy and they are supported by the governing body in so doing.
- It is the head teacher's role to ensure that all staff are aware of the school policy on Disability Equality and that teachers apply these guidelines fairly in all situations.
- The head teacher ensures that all appointments panels give due regard to these policies, so that no-one is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of disability equality when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the school assembly, where respect for other people is a regular theme, and in displays shown around the school.
- The head teacher treats all incidents of unfair treatment and any disability discrimination or harassment incidents with due seriousness.

THE ROLE OF THE CLASS TEACHER / TEACHING ASSISTANTS /FAMILY WORKER/ ALL STAFF

At our school we want everyone to be treated with kindness and respect as part of our school culture.

- The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class. To promote disability equality, teachers strive to provide material that gives positive images of disabled people and that challenges stereotypical images.

- When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. Awareness of issues surrounding disabled people is raised through the curriculum, as part of planned work, but also as needs arise.
- All our teachers challenge any incidents of discrimination or harassment. We record any serious incidents in the school incident book and draw them to the attention of the head teacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.
- We celebrate the diversity of our community at various points during the year.

REVIEW

The school community, including:

- * Parents
- * Staff
- * Governors

will look at this policy regularly and the head teacher will report on the Accessibility Plan annually.

September 2014