

Saints Peter and Paul Catholic Primary School



Disability Equality Policy

**Guidance on Promoting Disability Equality
Duty in Schools 2010-2013**

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2010 - 2013

Mission Statement

Saints Peter And Paul is a school where we embrace and enhance our partnership with parents, the parish and the wider community.

We seek to enable every child to reach their true potential through our teaching and learning experiences, closely matched to children's needs.

Central to our approach is the firm belief that our culture and ethos are based on gospel values of love, and mutual respect where individuality is encouraged and individuals thrive.

Our Aims:

Partnership:

We aim to work in partnership with our families, our community and our parish.

1. We provide a culture and ethos in which all visitors are welcomed warmly and sincerely.
2. We actively encourage the partnership with parents in order that each child's education is the best possible.
3. Our partnership with the parish of Saints Peter And Paul is highly valued, through which we serve our local community.

Full Potential:

We seek to provide an education which gives access for each child to reach their full potential.

1. Governors will support and guide the work of the school.
2. Staff will deliver excellent learning opportunities and contribute to the culture and ethos of love, care and respect through skilful guidance, advice and encouragement.
3. Children, through the combination and staff and parents will be guided and supported to take the opportunities that school offers them to the fullest.

Gospel Values:

We aim to create an atmosphere where everyone's individuality is celebrated and encouraged, where talents are recognised and celebrated and where love, care, respect and justice are at the heart of everything we do.

1. We value everyone within our school community.
2. We work to celebrate the gifts, talents, successes and endeavour of all our members.
3. We are guided by the gospel values of love, care, respect and justice

Background and Status

Disability Discrimination Act (DDA) was first implemented 1996. The education duties were added by the SEN and Disability Act 2001; the Disability Discrimination Act 2005 inserted the Disability Equality Duty.

Schools' Duties under the DDA:

In particular it applies to three main school functions:

- To the school in its main function of providing education to pupils
- To the school as an employer
- To the school as a provider of services to parents and carers and the wider public.

The Duty **requires** Schools to take a more proactive approach to promoting disability equality and eliminating discrimination, additionally, when procuring services meeting the duty when contracting out services.

Where we started

- We have appointed a link governor (Linda Mooney) to make sure that all senior staff and/or governors in Saints Peter and Paul know about the duty and what they need to do
- We have set up a SLG working group to begin drafting our scheme
- We aim to involve disabled children and adults in the working group as soon as possible
- We aim to involve children and adults, in prioritising the actions we want to take, and the outcomes that we want to see at the end of three years.

The governors are responsible for:

- making sure the school complies with the relevant equality legislation and for
- ensuring that the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;

- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;

The Disability Equality Duty (DED)

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’.

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.

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:

- 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.

Special Education Need

The definition of Special Educational Need applies if pupils have a learning difficulty which calls for special educational provision to be made for them.

- Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age, or are under compulsory school age and fall within the above or would do so if special educational provision was not made for them.

Special educational provision means educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority.

The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired and parents / guardians who are unable to read can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

The Disability Equality Duty (DED)

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Saints Peter and Paul will consult with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Consultation with disabled pupils / staff / parents / governors to determine their priorities for the school with regards to disability equality over the next three years via:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Saints Peter and Paul has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan will be shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

Good practice examples

- Promoting equality of opportunity between disabled people and other people.
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
 - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
 - Including all stakeholders to raise awareness, gain support and promote positive attitudes.

- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
 - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.

- Promoting positive attitudes towards disabled people.
 - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
 - A school can promote positive attitudes to disability in its citizenship and Personal Social Health Education/Personal Social Education lessons. Schools need to ensure that disabled pupils are given the opportunity to express their views and to know that their views are valued.

Making things happen

- Promoting positive attitudes towards disabled people (continued)
 - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
 - At schools with specialist units, staff have successfully raised awareness about disability by going to talk to pupils from the mainstream school.

- Encouraging participation in public life by disabled people.
 - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.
 - For schools having disabled representation on its governing body can make the whole school more disability aware, having disabled staff in lead roles, ensuring the school council includes disabled pupils and having disabled pupils in visible positions of responsibility.
 - More favourable treatment to support and help the pupils who find it difficult to stand in a queue for reasons related to their disability, the school could put in place a priority card system.
 - Giving disabled staff more time to mark pupils' coursework if disability warrants an extension of time.
 - Offering telephone or email appointments or home visits to disabled parents and carers that might find it difficult to get to the school

Saints Peter and Paul Action Plan

The following action plan outlines what will be achieved in the next year with regards to meeting the Disability Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Promote equality of opportunity between disabled people and other people	Involvement of disabled pupils, staff Parents and carers in identifying any Priorities for scheme	Focus groups Questionnaires Feedback slips Drop in sessions	Number of Members Involved; School making reasonable adjustments to meet recommendations	Termly	Headteacher / Linda Mooney	Feb 10	Mar 10
Eliminate discrimination that is unlawful under the DDA	Identify which parents would like communication from school in a different format	Develop a variety of ways of communicating information to parents	Parents are happy about the way school communicates with them	Annual	Headteacher / Linda Mooney	Feb 10	Continuous

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Eliminate Harassment of disabled people relating to their disability	Raise awareness of staff and pupils of disability-related harassment. Buddy system for all disabled pupils inc EAL children	Staff training on the DDA and the Duty of the school Assemblies Circle time Use of SEAL materials	LA DDA tracking review (tracking provision through all elements of school life).	Annual	LA (Danielle Hogan) and Headteacher Class Teacher	Feb 10	Continuous
	Revise anti-bullying policy	Stating that immediate challenge will be provided to pupils using disability related language			SLG	Jul 10	

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Promote positive attitudes towards disabled people	Provide more positive images around school	Posters around the school. Identify publishers who include positive images.	LA DDA tracking review (tracking provision through all elements of school life).	Annual	HT SEAL Coord Literacy Coord	Feb 10	July 10
	Revise Teaching and Learning Policy	Ensure disabled pupils have the opportunity to express their views and that they have the necessary support.	All disabled stakeholders feel they have a positive involvement with school life and have effect on practise.	Annual	HT	Sept 10	Mar 11

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Encourage participation by disabled people in public life	Disabled pupils are given roles of responsibility within school and encouraged to take part in school events	<p>Seek opportunities for a disabled pupil to be on the school council</p> <p>All staff know the children who are disabled and positively encourage participation in school life.</p> <p>Sports are introduced which are suitable for disabled pupils</p>	LA DDA tracking review (tracking provision through all elements of school life).	Annual	HT	Sept 10	Dec 10

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Take steps to meet disabled people's needs even if this requires more favourable treatment	Review relevant school policies to ensure that 'more favourable' considerations' are stated in them.	Eg special facilities for disabled pupils at breaks and lunchtimes.	Whole School Community review of relevant policies over the next 3 yrs with link governor reporting to whole governing body.	Annual	Link Governor and HT	Sept 10	Continuous
Buildings (from access plan)	Pictures around school as signs (help dyslexic pupils) Disabled toilet	Add to Buildings and Maintenance Plan	HT Report to Governors including Buildings Update	Termly	Site Manager (also DDA link governor)	Sep 10	Continuous

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Other items	Staff training on DDA to ensure they realise that they have a general duty to promote disability equality)	Staff Meeting Time	LA DDA tracking review (tracking provision through all elements of school life).	Annual	Danielle Hogan LA and HT	Oct 10	Dec 10
Ensure procedures for the election of parent governors and all appointments encourage candidates and voters who are disabled?	Advertisements for governors to include equal opportunities statement. Advertisements for staff vacancies to include equal opportunities statement	Admin Staff training	LA DDA tracking review (tracking provision through all elements of school life).	Annual	HT	Feb 10	Feb 10

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Ensure more favourable treatment is provided for any staff identified as having a disability.	Staff Audit of perceived needs.	Reasonable adjustment provision for staff needs	LA DDA tracking review (tracking provision through all elements of school life).	Annual	HT	Feb 10	Mar 10

Monitoring and reporting

It is important to 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 the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

POLICIES THAT SUPPORT OUR SCHEME

Behaviour (inc anti-bullying)
Equal Opportunities Policy
Inclusion (inc G&T SEN)
Safeguarding Policy
Curriculum Policies
