



ST. THERESA'S CATHOLIC PRIMARY SCHOOL

DISABILITY EQUALITY SCHEME

Disability Equality Scheme

Introduction

St. Theresa's Catholic Primary School welcomes its general responsibilities under the Disability Discrimination Act 2005 and resultant Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

School Ethos, Vision & Values

At St. Theresa's 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. Our admissions policy does not discriminate against disabled pupils.

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 ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment. Other policies which help promote equality for disabled people include:

- *SEN policy*
- *Race Equality policy*
- *Anti-Racist Policy and guidelines*
- *Equality and Diversity Policy for school-based staff*

Definition of Disability

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if 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 and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. 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 affect on his/her ability to carry out normal day-to-day activities.

Involvement of Disabled People in the Scheme

St. Theresa’s Catholic Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme.

- We identify our disabled pupils and they are listed in the Inclusion Register.

We have an ongoing commitment to canvass the views of disabled children which we do in a number of ways:

- School council
- Pupil surveys
- Annual review (pupil’s views)
- Children and Parents have direct contact with the Inclusion Co-ordinator and the Learning Mentor

Disabled staff:

We identify disabled staff at the point of application for posts and for other staff through the comprehensive sickness monitoring scheme which allows staff to highlight any relevant issues. School may then:

- Invite Occupational Health to give advice
- Change working conditions or specific duties

Disabled parents/carers:

- The views of parent/carers are sought on a regular basis with regard to school issues; this is done through the weekly newsletter and annual surveys.
- We operate an open-door policy and parents/carers are welcome to approach the Head, Deputy, Inclusion Co-ordinator and Learning Mentor who make themselves available daily.
- Parents are invited to attend workshops and courses in Numeracy and Computer Literacy in school.
- There are induction meetings in the summer for parents/carers of all children beginning school (in Nursery or Reception) the following September, giving them the opportunity to share any relevant information.
- We are also in the process of assessing the views of parents and carers via a questionnaire will allow them to identify any barriers they may have and how we can improve the way we meet their needs.

How we gather information on the effect of our policies and practices on disabled people.

We recognise that our policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- on the educational opportunities available to and the achievements of disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:

Gathering information

- All Disabled children are on the Inclusion Register in school.
- The Inclusion co-ordinator has comprehensive information about the children on the Inclusion Register.
- The Inclusion co-ordinator liaises regularly with class teachers, support staff, parents and outside agencies.
- There are good systems in place in school for monitoring **pupil achievement, learning opportunities, social relationships and admissions, transitions and exclusions** for all Disabled children.

Any issues are always acted upon.

Employing, Promoting and Training Disabled Staff:

St. Theresa's is committed to equality of opportunity in all its employment, training and promotion procedures.

How we will assess the impact of our policies?

We will assess the impact of our policies via:

- the school/parent/staff questionnaires
- school council discussions and outcomes
- interviews
- observation of levels of involvement of disabled children, staff and parents.

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a rolling programme to review the impact of policies and this is contained in our action plan.

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.

Our existing accessibility plan outlines the steps we are taking to improve:

- physical access

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Scheme.

Reporting

Governors will review this Disability Equality Scheme annually in (May). We will report annually on the progress made on the Action plan and this report will form the basis of the revised Action plan.

Revisiting the Scheme

Our scheme will be reviewed and revised (evaluated) after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to any issues identified.

Review Date: **May 2013**

Senior Member of Staff Responsible: Mr John Hutchinson

Designated Member of Staff: Mrs Karin Scattergood

Governor Responsible: Mr Gary Proctor

ST. THERESA'S CATHOLIC PRIMARY SCHOOL DISABILITY EQUALITY SCHEME ACTION PLAN



Target	Action Needed	Responsible Person (s)	Timescale	Available Resources	Measurable Impact	Arrangements for Monitoring and Evaluation
Update pupil questionnaire to ensure that disabled children's views are sought and represented.	Re-write pupil questionnaire.	K.S.	December 10	Management time KS	Issues raised that are barriers to inclusion are put on the Action plan	Agenda item on Governors meetings; SMT
School council to give their ideas on identifying any barriers that may affect disabled children/staff/parents and how they may be overcome in school.	KS to have initial discussion with school council. Assembly re: disability	KS AD	Autumn term		Children are aware of issues facing disabled people and disabled children in school, demonstrated by responses to questionnaire and how they perceive and respond to disabilities generally.	Agenda item on Governors meetings; SMT
Update parent questionnaire to ensure that disabled parents' views are sought so we can improve the way we meet their needs.	JH, KS to re-write parental questionnaire	JH,KS	October '10 parents evening		Any barriers for disabled parents/carers are identified and put on the action plan	Agenda item on Governors meetings; SMT
Ensure that school policies includes a statement which promotes equality of opportunity for all groups	All staff review policies to ensure equality of access for all groups	Curriculum leaders + KS BF	Rolling programme of review. Annually in September	Management time	All pupils have equal access to curriculum provision	Agenda item on Governors meetings; SMT

