



Court de Wyck Church of England Primary School

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Disability Equality Scheme

Disability Equality Scheme

January 08

1:0 Introduction

In writing this policy the framework and recommendations set out in The DfES document PROMOTIONS, DISABILITY EQUALITY IN SCHOOLS (2006) and referred to the Code of Practice set out in the Disability Rights Commission have been used. The Disability Rights Commission closed on 28th September 2007. Its responsibility for disabled people has transferred to the new Equality and Human Rights Commission which opened on October 1st 2007

(The Disability Rights Commission website and what it did can still be accessed via its website, which is still available though no longer updated. <https://www.drc.org.uk> or use a search engine.)

The definition of disability as set out in the Disability Discrimination Act (DDA 1996) has been used to help with our understanding of the term.

“Someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”

with the addition in the DDA 2005 (Disability Discrimination Act 2005)

“mental illness should be clinically well recognized”

The SEN and Disability Act (SENDA 2001) has been referred to when the education duties were added.

As with all policies and procedures the five areas of Every Child Matters are high on our agenda:-

- a) Staying Safe
- b) Being Healthy
- c) Enjoying and Achieving
- d) Making a Positive Contribution
- e) Achieving Economic Well-Being

2:0 The Duty

The duty that the DDA 2005 outlines is that every school should have due regard to:

- Promoting equality of opportunity between disabled people and other people
- Elimination of discrimination that is unlawful under the DDA
- Elimination of harassment of disabled people that is related to their disability
- Promotion of positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

3:0 What is a Disability Equality Policy?

- The Department for Children, Schools and Families (DCSF) sets out our plans for making equality happen for all disabled people using our school.
- The DCSF. shows how our school is meeting its general duty to promote disability equality across all areas of responsibility

4:0 Why do we have Disability Equality Policy?

- To make sure we meet our legal duties in our school.
- To ensure that our community knows what our responsibilities are.
- To demonstrate our plans to improve opportunities and outcomes for all of our school users including pupils, staff, parents, school visitors, governors etc
- To explain how we make things fairer.
- To work to promote equality and reduce disadvantage.

5:0 Involvement of all staff, governors, pupils and parents by example and information gathering:

We all have a commitment to involvement through:

- Teaching and Learning eg Circle Time, Collective Worship, PSHE/C
- Good modelling of attitudes and responses by all staff.
- School Council
- Parent Questionnaires and consultations
- Health and Safety audits
- Equipment audit
- Day to day management of our school and facilities e.g. disabled toilets, ramps.

6:0 Main priorities and actions:

We have a commitment to improve the quality of life and learning for all stakeholders of Court de Wyck by:

Priority:

- Promoting equality of opportunity in the building by having appropriate equipment, parking, toilets, health and safety policy and procedures.
- Promoting equality of opportunity by equal access to the curriculum including extended school opportunities and extra-curricular activities
- Promoting equality of opportunity in employment

Eliminate Discrimination by:

- Access for all to the building and the facilities
- Support for sensory needs
- Shared playtimes
- Training where necessary
- Elimination of harassment
- Shared learning activities

Promote Positive Attitudes

- Foster a culture where all members of our school community feel comfortable and valued
- Foster a culture where disability is considered to be a normal aspect of life

7:0 Making it happen:

Action:

- Monitoring of all building requirements (H&S Governors)
- Regular review and update of policies
- Providing training where necessary and relevant
- Continuous monitoring of site
- Maintain effectiveness of access to disability awareness
- Raising awareness of communications and other specific training where necessary
- Maintain and deal with any crises with sensitivity and immediacy
- Develop partnerships to facilitate opportunities
- Promote positive attitudes

Understanding that:

- It is accepted that, for some pupils, staff and visitors, leaving the building may take longer as we ensure a safe environment for the pupil, staff or visitor
- some review meetings may take up different amounts of time

Implementation:

- Publish and promote the policy
- Involve all users – particularly pupils
- Improve and develop communication for pupils where necessary
- Increase opportunities for all pupils to participate

Curriculum:

Promote personalised learning through:

- Analysis and tracking of individual progress
- Age-appropriate programmes of study
- Individual Education Plans (IEPs) reviewed 3 times per academic year
- Additional support where necessary following reviews/School Action+ etc
- Strong links with a range of support services
- High expectations that are individualized according to pupil needs
- Assessment for Learning as a continuous process
- Effective and varied teaching and learning strategies

Evaluation:

- Minutes of Resources Committee, Staff and School Council meetings
- Surveys and questionnaires to ascertain the effectiveness of the policy
- H and S reports
- SEN reporting

Publication:

- Evaluation of any Questionnaires or surveys undertaken to evaluate the effectiveness of this policy will be published in the school newsletter.

Reporting:

- The evaluations of the effectiveness of this policy will be reported to governors.

Reviewing and revising

- Governors will review the scheme regularly at least every 3 years, sooner should the need arise

8:0 Summary:

- Staff at Court de Wyck have a pro-active approach to promoting equality of opportunity and further developing accessibility where necessary.

Signed Date/...../.....

Chair of Governors

Signed Date/...../.....

Headteacher

For next review: need to look at legislation regarding provision of disabled parking and toilet facilities for staff and visitors