

Grasmere Primary School Disability Equality Scheme

1. Introduction

Grasmere Primary School welcomes its general responsibilities under the new Disability 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.

We have set up a representative steering group to develop and monitor the scheme. Details of membership are: Headteacher, SENCo, Resources and Curriculum Committees of the Governing Body, School Council **and ????**

2. School Ethos, Vision and Values

At Grasmere Primary 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. Our admission policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise 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.

The school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. This is highlighted in the school's Equal Opportunity and Diversity policies.

3. 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 day-to-day activities, only if it affects one or more of the following: *mobility, manual dexterity, physical coordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing, 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 effect on his/her ability to carry out normal day-to-day activities.

Grasmere treats all pupils with SEN and those with long term medical needs as disabled for the purposes of the Act and equality.

4. How Disabled People Have Been Involved In The Scheme

Grasmere Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

- We have identified our disabled pupils
- We have organised social events for disabled children to ensure that we listen to their views in informal settings
- Key issues identified by our pupils were: **????** The priorities have been worked into the action plan.

5. Disabled Staff

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. We have consulted staff. No one has identified themselves as having a disability. All new members of staff will be consulted at the start of their work and the entire staff bi-annually to establish whether they consider themselves to have a disability. Their subsequent views will then be taken into consideration to formulate an action plan.

6. Disabled Parents/Carers

We have given parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs. We have sorted the views of parents and carers through the school web site on how we may meet their needs. Pupil enrolment meetings make reference to how the needs of disabled parents/carers may be met by the school. Subsequent priorities are then formulated and included in the action plan.

7. Disabled Members of the Local Community

The online questionnaire as well as groups using the school facilities asks them to identify any barriers and suggest reasonable adjustments. Key issues identified are included in the action plan.

Disabled pupils, staff, parents and disabled members of the community have been involved in a working party formulating the policy and action plan. The online questionnaire and Wiki has enabled the wider community to make comments to draft policies etc... The action plan will be monitored annually by the governing body.

8. How We Have Gathered 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:

- 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 and analysing data will include:

- (a) Pupil Achievement
- (b) Learning Opportunities – target setting
- (c) Admissions, Transitions, Exclusions
- (d) Improving Social Relationships
- (e) Employing, Promoting and Training Disabled Staff

9. How We Will Assess the Impact of Our Policies?

Assessment of policies, procedures and practices on disability equality will be carried annually with a rolling programme of activities including:

- Termly report by Headteacher to Governing Body and Committees (standing agenda item)
- Feedback from pupils, staff, parents/carers and wider community with a disability (including standard questions identifying individuals anonymously)
- Evaluation of children with a disability's participation in school activities and achievement
- New and revised policies take into consideration their impact upon disabled individuals and school practice towards disability equality

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

10. 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:

- curriculum access
- provision of information to disabled pupils

- physical access

We have now incorporated this plan into our Disability Equality action plan.

11. Reporting

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

We will ensure that disabled people are involved in the process. This information will be available in the School's Annual report to Parents, school prospectus and website.

12. Revisiting the Scheme

Our scheme will be reviewed after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced responding to issues identified through the impact assessment and included in our annual report.

Review date: January 2011

Senior member of Staff Responsible: Headteacher

Designated member of staff: Mary Deane (SENCo)

Governor responsible: Sharon Sullivan (Chair of Governors and Disability Link Governor)