



# Cressing Primary School

## Disability Policy

September 2017

Date for Review	September, 2018
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## **Disability Equality Policy**

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## **Ethos and Values**

Our priority at Cressing School is the happiness and well-being of the children. We value every member of our school, know each child as an individual and treat everyone with respect so that each is led to a sense of their own worth. This is achieved through our aims, namely to:

- Provide a caring, secure environment in which all members of our school community feel confident and valued;
- Work together to enable our pupils to become happy, healthy and responsible citizens in a rapidly changing world;
- Create a challenging learning environment where children have high expectations of their own successes;
- Develop each child's full potential – intellectually, physically, socially and emotionally;
- Provide a relevant, responsive and engaging curriculum with opportunities for children to learn in a variety of ways;
- Develop children's involvement in their own learning by encouraging confidence, discipline and motivation and by fostering a love of learning;
- Develop links with home so that parents and school can work together to the benefit of each child;
- Enable all children to recognise their own worth and accept responsibility for their own behaviour;
- Provide equal access to learning opportunities irrespective of gender, ethnic background or ability.

## **The School's Commitment**

At Cressing School we believe that diversity is a strength which should be respected and celebrated by all pupils, staff and visitors. We are committed to:

- Ensuring equality of education and opportunity for disabled pupils and staff and those providing services to the school;
- Developing a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life;
- Monitoring the achievement of disabled pupils and using the data to raise standards and ensure inclusive teaching;
- Making reasonable adjustments to ensure that the school environment is as accessible as possible.

### **Definition of Disability**

Reference to 'disabled people' includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments which have a substantial or long-term, adverse effect on his or her ability to carry out normal day-to-day activities. These include:

- Cancer
- Diabetes
- Epilepsy
- HIV
- Multiple sclerosis
- Hearing or sight impairments
- Mobility difficulties
- People with mental health conditions or learning difficulties/disablements.

### **The Disability Discrimination Act**

The Disability Discrimination Act 2005 places a general duty on the school to have due regard for the following when carrying out its 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.

### **The Disability Equality Duty**

The Disability Equality Duty applies to all disabled pupils, staff and those using the services provided by our school. The duty does not bring in new rights for disabled people but requires the school to:

- Adopt a proactive approach by making reasonable adjustments at every level of the school;
- Draw on detailed information by using data on the presence, participation and attainment of disabled pupils to inform the priorities in the school accessibility plan;
- Involve disabled pupils by asking them to identify issues to be addressed in the school accessibility plan;
- Be aware of the range of duties under the DDA towards the school's employees, other users of the school and its pupils.

Therefore the following will be monitored to identify whether or not there is an adverse impact on those with disabilities:

- Achievement of pupils by disability;
- The delivery of the curriculum and appropriate provision of information to pupils with disabilities;
- The accessibility of the buildings and grounds for the delivery of the curriculum for disabled pupils and for parents and carers to be able to attend events such as open evenings, meetings with teachers, productions, sports days. P.T.A. events etc.;
- The ability of pupils with disabilities to be involved in day trips and extended visits, to include destination as well as transport;
- The ability of parents and carers to access newsletters and other school information;
- The willingness of disabled staff to self-identify, including numbers and type of disability;
- Personnel policies with particular reference to adjustments that need to be made;
- Career development of disabled staff;
- Incidents of disability related bullying.

### **Election of Parent Governors**

The Governors of the school will ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school will ensure that they can participate fully in school life.

### **Involvement and Consultation**

Cressing School recognises 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 recognise 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 the information is gathered in relation to both employment and the delivery of our services. The processes we use for information may include:

- Focus groups
- Questionnaires

- Feedback slips
- Drop-in sessions

### **How will we put the information gathered to use?**

The information gathered will be used to create an action plan, addressing issues we have identified from our information gathering. The effectiveness of any action plan will be reviewed on an annual basis.

A report on the action plan will be incorporated within the school prospectus.

### **The Action Plan**

We have produced a Disability Equality Action Plan to ensure that we fulfill 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
- Physical access

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

### **Reporting**

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

### **Revisiting the Policy**

Our policy will be reviewed and revised after a period of three years, ensuring that disabled people are involved in this process. A new Action Plan will be produced, responding to issues identified through our impact assessment and reported annually.