



DISABILITY EQUALITY DUTY POLICY

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Signed:

Date:

At Colham Manor 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. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Colham Manor Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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.

Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this scheme outlines the actions Sacred Heart will take to meet the general duties detailed below.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and 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.

Under our specific duty we will:

- Prepare and publish as part of this scheme our disability equality goals and actions to meet them;
- Prepare and publish as part of this scheme an Accessibility Plan to increase access to education for disabled pupils in the three areas of:

- Increasing the extent to which disabled pupils can participate in the school **curriculum**;
- Improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of **information** which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes race equality;
- Assess the impact of our policies and action plans, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of pupils from minority ethnic groups;

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and the Accessibility Plan that follows this scheme.

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish as part of this scheme an Equality Plan which covers our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they

make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Consultation and involvement

It is a requirement that the development of this scheme and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the parent focus group.
- Discussion at SLT meetings.
- Staff meetings / INSET;
- Feedback from the school council, whole school surveys on children's attitudes to self and school.
- Discussions at annual reviews.
- Feedback at Governing body meetings.

Mainstreaming equality into policy and practice

As well as the specific action plan (equality and accessibility) set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Employer duties

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Probation

Where probationary requirements are applicable to an appointment, their implementation, including orientation, training, monitoring, guidance and recommendation for permanent appointment is managed fairly and without discrimination.

Grievance

The school ensures that any grievance relating to discrimination is treated seriously and promptly.

Staff whom believe that they have been discriminated against can pursue the matter by raising a complaint, in accordance with the grievance procedure applicable to their post.

Discipline

Failure to comply with or conform to the Policy is treated as a serious disciplinary matter.

Dismissal and Redundancies

School employees who have been delegated responsibility for identifying members of staff for dismissal on the grounds of redundancy do not unlawfully discriminate.

Pupils

Selection and Admission of Pupils

The school's admissions policy does not use disability as a criterion for admission.

Pupil Progress

The progress of all pupils is closely tracked and monitored regardless of disability or need. All children are expected to make appropriate progress and are given individualised support to enable this.

Discipline and Behaviour

The behaviour of all pupils is closely tracked and monitored and all children are subject to the sanctions established in the classroom/school regardless of their specific needs.

The Disability Equality Duty (DED)

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.

- 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.

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.

- 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.

Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equal opportunities in this scheme and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher (and senior leader responsible for Equalities)

It is the headteacher's role to implement the school's Equality Scheme and Action Plans and he is supported by the governing body in doing so.

It is the headteacher's role to ensure that all staff are aware of the Equality Scheme and Action Plans, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Single Equality Scheme and Action Plans.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher, phase leader and deputy and headteacher where necessary. Incidents are reported to the headteacher where appropriate and racist incidents are reported to the governing body on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

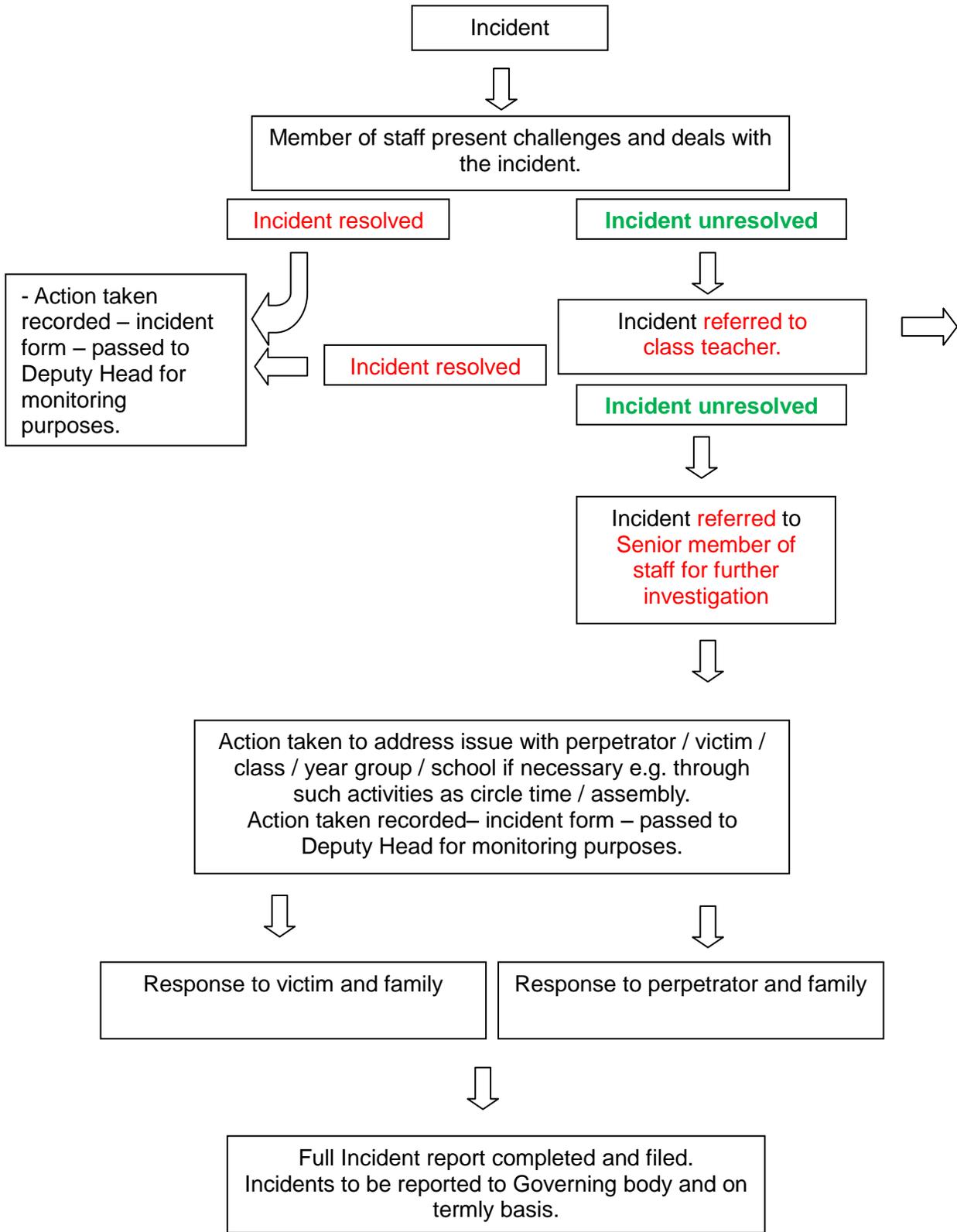
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



Disability Equality Objectives

Target	Strategies	Outcome	Timeframe	Reference to other plans/policies
Planning Duty 1: Increase the extent to which disabled pupils can participate in the school curriculum				
To continue to develop the vision of a designated 'Inclusion team' Providing a high level of staff knowledge, training and expertise in the area of provision for pupils with SEN(D).	Audit of staff skills Identify relevant training.	A range of knowledge regarding SEN(D) and specific areas of expertise for all staff to draw on.	Audit of skills annually. Training when appropriate.	Inclusion CPD
To provide spellcheckers and additional software and hardware to meet the needs of disabled pupils and to support those with specific learning difficulties.	Identify available products and match these with current needs of individuals. Purchase items. Train staff and children. Implement provision.	Children's needs to be met by the use of hardware/software and spellcheckers	Ongoing	All curriculum policies and schemes of work. SEN Policy, Staff Development Policy, Equal Opps.
Training for all staff on the differentiation of the curriculum	Ongoing training for staff on the differentiation of the curriculum for all pupils in Social Inclusion	Curriculum presentation and assessment is better differentiated to allow access to pupils with learning, behavioural and sensory needs	Ongoing	All curriculum policies, SEN policy
Differentiated resources are available	Informal subject audits to ascertain numbers and types of resources available and how they can be shared. Additional resources purchased to fill gaps in thematic curriculum areas.	Subject audits to ascertain number and types of resources available and how they can be shared. Additional resources purchased.	Ongoing Ongoing	Thematic curriculum monitoring

Audit of Disabled Pupils Needs	Welfare to provide each class teacher with a list of individual needs. Does your child wear glasses? Is your child colour blind? (To be added to confidential forms)	Staff aware of all pupil needs – audit complete	Each Sept as a result of admission procedure Ongoing in line with in year admissions information.	Supporting children with Medical Needs Policy, SEN Policy, Confidential Forms Admissions policy Induction of new pupils policy.
Audit of Disabled Staff Needs	Review staff application forms		Annually at the beginning of each school year.	
To review all school policies to ensure that they are in accordance with the SEN/ Disability Act 2001	Review all policies. Add addendum to existing policies until policies come to review	All policies are reviewed in accordance with SEN/Disability Act 2001	Ongoing in line with Policy planner / schedule.	All policies
To disseminate information to all staff	Disseminate this information to all relevant staff		Ongoing	Supporting children with Medical Needs Policy, SEN Policy, Confidential Forms
To review best use of teaching assistants in supporting the children's needs	Class teachers and year leaders to plan timetable taking into account the audit of needs	Teaching Assistants are supporting children's needs	Ongoing	SEN, Equal Ops, Bi Annual Provision Map
To increase the range of inclusive games available for playtimes and PE lessons	PE Co-ordinator to obtain inclusive resources		Ongoing	PE policy, Equal Ops
To ensure awareness is raised through local, national, international events	Clear links are made and assembly themes etc celebrate events involving all groups of people eg Paralympics etc	Children have an increasing knowledge of disabilities and challenges people face	Ongoing	Assembly themes.
Ensure that monitoring of pupil achievement by disability takes place and is reported to governors in the headteacher's				

report				
Ensure that incidents of bullying or harassment of disabled pupils are monitored and reported to governors				
Ensure that supply staff are made aware of disability needs				
Planning Duty 2: Improving the physical environment of the school				
To ensure that all guidance and requirement of DDA are followed when undertaking any alterations to the building.	Seek advice from LA and building companies with regard to disability provision.	Greater provision of facilities and accessibility for those with disability. Greater accessibility / disabled toilet access / additional disabled car parking allocation.	Discussion at planning stage. Review at regular points. Completion in line with project deadlines.	Health and Safety Policy
When redecorating use appropriate colour schemes to benefit pupils with visual impairments.	Seek advice from LA sensory support service on appropriate colour scheme	As classrooms are decorated they are made more accessible to pupils with visual impairments	Ongoing	Asset Management Plan
Maintain blinds in all classrooms on all windows to ensure clear visibility of IWB			Maintain	
As funding allows, continue to provide facilities for disabled pupils, staff and parents	Disabled access to hall. Disabled toilet by hall.			
Carry out an audit of the school environment and resources to check whether disability is presented positively within school				
Planning Duty 3: Improving the delivery of information to disabled pupils and parents				
To increase the	In line with the	Range of	'Fronter' parents	FOI scheme

availability of information through 'Parentmail', the school website and parents page of 'Fronter'	creation of the additional admin responsibility (ICT admin support role) To ensure that parents are signposted to the appropriate information	information made available in different formats. (paper copies / electronically etc)	page updated termly Parent Mail – regular updates and more information electronically by Sept 13	
To introduce the Colham Manor App for sharing information and push notifications	In line with the creation of the additional admin responsibility (ICT admin support role) To ensure that parents are signposted to the appropriate information	Range of information made available in different formats. (paper copies / electronically etc)	To be in place during Autumn term 13.	Details published on the school website.
To enable all members of the school community with disabilities to access school information	To make written materials available in alternative formats – large font, Braille, audio. To share orally all letters and information with children prior to going home	Written materials are made available on request. Families with Special Needs are given oral access to all school information.	As necessary, in line with current needs of the school community. Ongoing practice by all school staff.	See Equal Ops with regard to additional language families, SEN policy, Code of Practice
Update confidential form to include opportunity for parents to identify communication issues.	Add – Is there any other information that would help us? Do you feel there are issues with communicating with the school?	School and parents have identified any communication issues. These issues and solutions are shared with subsequent teachers/staff.	Ongoing	Confidential Forms

Monitoring the Policy

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.)

The school monitors information relating to:

- all groups of pupils

- attainment, achievements and progress
- incidents relating to pupils in school
- all activities that relate to staff recruitment and selection, and to career development and opportunities for promotion
- all engagements with the school by members of the community
- pupil participation, exclusions, rewards, sanctions, bullying and discriminatory
- behaviour, admissions and attendance etc.
- the content of the curriculum
- pupils' personal and social development and pastoral care, taking into account the outcomes of the Every Child Matters agenda
- staff recruitment, training and promotion
- any other useful data

The Head teacher reports on the results of this assessment and monitoring on an ongoing basis in the Head teacher's reports and by presentations to the Governing Body. The Policy, along with any associated codes of practice and procedures, will be subject to regular review to ensure that the school's commitment to promoting and managing equality and diversity is actively pursued to meet its DED.

Publishing the plan

In order to meet the statutory requirements to publish our Equality Scheme, Equality and Accessibility Plan, we will:

- Publish our plan on the school website and 'Fronter' (MLE);
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make copies available in alternative formats where requested.
- Make sure hard copies are available from the school office.

Policy Written: Spring 2010

Policy reviewed: Spring 2014

Date of Next Review Spring 2016

Signed_____

Date_____

Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as the Paralympics to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Signed: _____

Dated: _____

