

# St. John's C of E Middle School Academy



## Disability Equality Scheme and Accessibility Plan

2018/2019

The purpose of the Disability Equality Duty is to improve equality of opportunity for all disabled people using the school. St John's C of E Foundation Middle School's Disability Scheme will demonstrate how we as a school will ensure that the requirements of the Disability Discrimination Act 2005 are met.

## Introduction

St John's C of E Middle School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery.

This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment.

St John's C of E Middle School recognises that 'disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole'.

## What do we understand by 'disability'?

'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities' (DDA 1995 Part 1 Para. 1.1)

In December 2005 this definition was amended as follows:

- people with cancer or surviving cancer, HIV and Multiple Sclerosis are now included from the point of diagnosis
- for a mental impairment the need for it to be clinically recognised has been removed

Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

This Disability Equality Scheme sets out the ways in which St John's C of E Middle School will meet its general and specific duties.

**We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.**

St John's C of E Middle School endorses the Inclusion definition that says:

**Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.**

## How we will meet the General Duty and Specific Duty

The production of this Disability Equality Scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

### **The General Duty**

By challenging any negative attitudes to disability we will actively seek to:

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

### **Involvement of Disabled People in Developing the Scheme**

Through the formation of the DES Working Group, pupils, staff, parents, carers and disabled members of the community who may use school facilities are involved in developing the scheme and identifying actions.

The DES Working Group will comprise; staff, parents, outside bodies and school governors.

### **Gathering information from disabled pupils, staff, parents, carers and people from the wider community using the school.**

The school will seek to improve how we gather information from people with a disability by consulting with parents and pupils to encourage disability disclosure and reduce the number of 'unknown' disability status.

To comply with the DDA requirements we will consider in particular

- The educational opportunities and achievements of pupils
- The recruitment, development and retention of disabled employees

Gathering information will be an ongoing process. We will collect data about disability over time and analyse our policies and procedures in the light of our findings.

### **Using the information to prepare the Action Plan and assess the impact**

The DES Working Group will use the information gathered to prepare the Disability Action Plan and to review annually the effectiveness of the actions taken. Where necessary new action points will be included.

Information will be analysed to show how much progress has been made in relation to disability equality. Educational achievements and wider opportunities for pupils with disabilities will be monitored. Further opportunities to promote equality will be included in subsequent Action Plans.

### **Links between school policies, the Accessibility Plan and the Disability Equality Scheme**

This scheme relates to Disability equality issues are explicitly addressed in all policies through the normal review process, with priority given to the school's SEN policy, Gender Equality Scheme, School Improvement Plan, Teaching and Learning Policy, ICT and Health and Safety policy

### **Arrangements for publication**

All staff and governors will receive a copy of the Disability Equality Scheme

The scheme and its implications will be explained to staff.

Communication of disability equality will be delivered to pupils be via assembly, PSHE and aspects of the taught curriculum.

Parents/carers will be informed of appropriate policies via the school website and may have hard copies upon request.

Arrangements will be made to modify and review this Policy in line with other policy documents.

Objective	Action	Outcome and evaluation
a) To ensure Governors and SMT are aware of their Disability Equality Duty	Draft Scheme and Plan to be sent to all Governors and SMT	Governors aware of the school's policy. Scheduled dates for reporting progress to Governors.
b) To ensure staff and students are aware of their Disability Equality Duty	INSET	Students are aware of their responsibilities. Staff will be aware of their responsibilities.
c) To ensure parents, carers and the community are aware of the school's Disability Equality Duty /Policy	Possible questionnaire to parents	Awareness of parents, carers and community. Further information/data on disabilities of site users Gathering of further views and ideas from this group.
d) To ensure the implementation of the School's Disability Equality Policy and Accessibility Plan	Revisit and review this document at regular intervals and keep updated	Realistic Scheme and Plan. Clear time frame for its actions in school Regular monitoring and evaluation.
e) To ensure that data gathered (Autumn 2009) is put to effective use in promoting equality of opportunity	Analysis of data and further action planning from it.	Clarity of action based on evidence. On-going revision, monitoring and evaluation.
f) To encourage participation of disabled students in the School's activities	To be aware, when arranging events/activities of students with disabilities and provide facilities to incorporate the student	Students with disabilities will feel included and accepted within the school environment.
b) To take on board the views of disabled students and staff	To ensure that there staff members and students involved in the ongoing review of the Scheme and Plan To involve disabled staff in any school	Students and staff with disabilities will feel valued and accepted.

	decisions or changes which may have an impact on their disability	
c) To ensure that the facilities/premises are equipped to incorporate students, staff, parents/carers and site users	Disabled toilet in use. Ramps in place as appropriate Pupils access to facilities	Students with disabilities have full access to the curriculum.

### Eliminate Harassment

Objective	Action	Outcome and evaluation
a) To ensure the continuing effectiveness of the School's anti-bullying policy	Ongoing monitoring and evaluation of the policy,	Continued effectiveness of the policy. Bullying incidents to be dealt with effectively. Bullying incidents to fall.
b) To ensure that within the anti-bullying policy there are clear guidelines to address any disability related harassment	If required a revision of the policy to ensure that there is a clear statement relating to disability harassment.	Staff and Students to be made aware of any revisions to the policy. Clear guidance given on the matter via the policy.
c) To ensure that disability related harassment of disabled staff, parents, carers and other site users is identified and addressed.	To ensure that the policy is accessible to all school staff, students, parents/carers and site users	Policy awareness to all. Clear statements that harassment is not tolerated. Ongoing revision, monitoring and evaluation of the Scheme and Plan in light of the needs of students, staff, parents/carers and site users.