



Disability Equality Scheme

Introduction

Sitwell Junior School welcomes its general responsibilities under the Disability Discrimination Act 2005 and resultant 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
- 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.

School Ethos, Vision & Value

At Sitwell Junior 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 admissions policy does not discriminate against disabled pupils. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable 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.

This 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.

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 normal day-to-day activities, only if it affects one or more of the following:

mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or 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 affect on his/her ability to carry out normal day-to-day activities.

Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

How Disabled People have been Involved in the Scheme

Seven Hills 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 keep parents/carers informed of local events that are taking place

We involve children in the setting of their learning targets

We regularly seek the views of our parents/carers and pupils

The school's priorities are:

- To monitor current policies relating to disability, accessibility and Inclusion
- To evaluate the inclusive curriculum
- To ensure After School Clubs are open and available to all children.
- To continue to track the progress of children with a disability

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 on:

- the 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 will include:

Pupil Achievement:

All children's progress is tracked electronically and their data is evaluated each term by the senior leadership team and class teacher.

Groups of vulnerable children are monitored carefully to ensure steps of progress are being made.

Learning Opportunities:

Children have access to an inclusive curriculum offering a variety of opportunities to excel. Children are involved in their target setting and the review process of their targets on a regular basis.

Admissions, Transitions, Exclusions:

Sitwell Junior School have adopted the Rotherham Borough Council Admission Policy.

How we will assess the impact of our policies?

We will take feedback from pupils with a disability and also their parents and/or carers. We will monitor the increase in participation of pupils with a disability in out of school activities.

The Disability Equality Duty Code of Practice provides information on how to make decisions about impact assessment. See [here](#).

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

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

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

Reporting

We will review this Disability Equality Scheme annually.

We will ensure that disabled people are involved in this process.

(The annual report can be incorporated into other documents published by schools annually including the school prospectus and school web site).

Revisiting the Scheme

Our scheme will be reviewed and revised (evaluated) 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 our impact assessment and included in our annual reports.