



Amaze Excite Inspire

'Jesus offers life in all its fullness'

# Disability Equality Scheme Policy and Action Plan

December 2017

This scheme and the accompanying action plan set out how the governing body will promote equality of opportunity for disabled people and will include the reviewed and revised Disability Equality scheme/Accessibility Action plan (one document).

**The governing body aims to plan (The Schools Accessibility Plan) to increase access to education for disabled children in 3 ways:**

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

The governing body will take all steps not to discriminate against disabled pupils/ staff in our admissions/ employment arrangements, in teaching and learning, and associated services we provide (Disability Discrimination Act 2005). This will include liaising with relevant outside agencies when they are involved with pupils from Langley Fitzurse School.

## AIMS

- To promote equality of opportunity
- To eliminate discrimination
  
- To eliminate harassment
- To promote positive attitudes
- To encourage participation
- To take steps to meet disabled people's needs, even if this is perceived to require more favourable treatment

## RESPONSIBILITIES

Overall responsibility for the Disability Equality Scheme lies with the Senior Leadership Team, SENCO, Health & Safety Officer/Governor and the Premises Committee.

## DEFINITION

The DDA 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.'

### Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on 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;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions. We will make all reasonable adjustments required if a particular need arises when a new child or member of staff starts school.

## **IMPLEMENTATION**

The scheme will be supported by clear action plans and incorporated into our School Improvement Plan, with oversight of the governing body so that progress can be evaluated.

The Action plan will show:

- clear allocation of responsibility;
- clear allocation of resources/budget implications;
- an indication of expected outcomes;
- clear timescales;
- a specified date and process for review.

Our DES will incorporate the school's Accessibility Plan. The evaluation of the present plan will inform the action plan within our new Disability Equality Scheme.

We will evaluate the effectiveness of our scheme with our School Improvement Partner and Ofsted when the school is inspected.

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## **REVIEWING THE POLICY/SCHEME**

As part of the review of the scheme, we will:

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the school has taken have positively affected opportunities and outcomes for disabled pupils, staff and parents.
- Make reference to the Equality Impact Assessment Toolkit for Wiltshire (see attached)

## **SUPPORTING DOCUMENTS**

- Implementing the Disability Discrimination Act in Schools and Early Years Settings, DCSF
- Promoting Disability Equality in Schools, DCSF

## **DATE OF REVIEW**

Every 3 years or more often if required.

Langley Fitzurse School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to be part of the wider community, through fostering Christian values and the development of spirituality through reflection, to enhance relationships.

*Approved by the Standards & Performance Committee – December 2017*