



## **MICKLEOVER PRIMARY SCHOOL**

**Name of Policy:** Disability Equality Scheme

**Date of Policy:** March 2017

**Member of Staff responsible:** L Gerver

**Review date:** March 2019

**Signature:** \_\_\_\_\_ **Chair of Governors**

**Date Approved:** \_\_\_\_\_

### **At Mickleover Primary School**

**We are:**

**Motivated to learn**

**Proud of our achievements**

**Successful and skilled for life**



## Disability Equality Scheme

### STATEMENT OF INTENT

Mickleover Primary School is committed to equality and we recognise the importance of making sure our policies and procedures are barrier free.

### AIM

At Mickleover Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards. The principles of this plan apply to all members of the school community; pupils, staff, governors, parents and community members.

### DEFINITION OF DISABILITY

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

Some disability organisations recommend that all pupils with a SEN EHCP and those with long term medical needs to be treated as disabled for the purposes of the Act and for equality. This is in addition to pupils with long-term impairments, which have a significant impact on their day-to-day activities.

### THE GENERAL DUTY – (DISABILITY EQUALITY DUTY)

The Disability Discrimination Act 2005 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need 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
- 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 SPECIFIC DUTIES

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005 require maintained schools to produce and publish a Disability Equality Scheme demonstrating how they are meeting requirements of the Disability Discrimination Act (DDA) 2005, to implement certain aspects of the Scheme and to report on it. In summary:

- A school should publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties
- To report against the scheme every year and review every 2 years.

### HOW WE WILL MEET THE GENERAL DUTY

The school will use information collected in relation to disabled pupil progress and inclusion and disabled people’s use of and views about its activities to judge how well it is performing in meeting the needs of disabled people. This information will be used to identify any further action required to improve disability equality.

- School self-evaluation systems used to collect information and to identify further actions

**Motivated to learn, Proud of our achievements, Successful and skilled for life.**



- Information is sought from parents, carers, governors, staff, regular visitors to the school, older children participate in a questionnaire
- The School Council will consult with pupils on disability on a bi-annual basis
- Children with SEN (and their parents) will be specifically involved in consultation to identify any barriers

### **OBJECTIVES**

The school recognises the range of barriers and discrimination faced by people who have disabilities and also recognises that sometimes we may have to do that bit extra to tackle these barriers. We recognise also the need to keep including disabled pupils, parents and staff by asking them what they want on an ongoing basis. We will endeavour to:

- Remove physical barriers
- Widen access to the curriculum
- Improve access to information (communications)
- Making the school more accessible for disabled people is covered in the School Accessibility Plan.

### **DISABILITY IN THE CURRICULUM – LEARNING AND TEACHING AND THE WIDER SCHOOL CURRICULUM**

Children are taught about respect for each other regardless of race, gender or disability. Assembly time and PSHE address these issues at an appropriate level with the children. Any stereotypes which are raised are discussed and addressed as appropriate. British Values is embedded in the curriculum.

### **ELIMINATING HARASSMENT AND BULLYING**

See Behaviour Policy and Anti Bullying Policy

### **RELATED POLICIES**

Accessibility Plan  
Accessibility Policy  
Anti Bullying Policy  
Behaviour Policy  
Inclusion Policy  
PSHE & C Policy  
Child Protection and Safeguarding Policy  
Intimate Care Policy  
Supporting Pupils With Medical Conditions Policy.