



Equal Opportunities – Disability Equality Policy

Drafted by: Gary Wilkinson (SBM)

Approved by Governors on: November 2009

Reviewed: June 2010

Next Review: Determined by Headteacher and Governing Body

Person (position, not name) to perform review: Deputy Headteacher

This policy should be read in conjunction with all other policies and not as a standalone policy

Disability Equality Scheme: Promoting Equality

This scheme operates to ensure each and every person at our school who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities is treated without disadvantage.

Disability equality is at the forefront of our policy development and over time will ensure that equality for disabled children and adults is woven into the culture of our school in practical and demonstrated ways.

Our scheme has been developed through the involvement of representatives of the people it is intended to support.

We will maintain information about all our school members whose impairment affects:

- 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 the risk of physical danger

We will embrace all disabilities including those due to:

- Cancer
- Diabetes
- Epilepsy
- HIV
- Multiple Sclerosis
- Hearing or Sight impairment
- Mobility Difficulties
- Mental Health or Learning Difficulties

We will advertise the name of our designated Lead Professional for DES, Mr Dermot Quinn, Assistant Headteacher, who will ensure, in addition to the annual review, that disabled school members are involved in



discussions about policy or practice changes that occur at times during the year.

The Lead Professional for DES will involve disabled school members and others in the production, delivery, monitoring and evaluation of an annual Action Plan for disability equality.

Monitoring Disability Equality

We will ensure that matters of confidentiality are dealt with appropriately. We will ensure parents/carers and members of staff understand which impairments and health conditions meet the definition of disability and why it is important that school has information about disability and health conditions.

- In order to monitor the effectiveness of our policies and practices we will give all staff members the opportunity to raise personal issues throughout the school year.
- We will make sure pupils feel comfortable in school and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition.
- When admitting new pupils to the school we will ensure information about disability is shared.
- When appointing new staff we will ensure that our arrangements for recruiting, developing and retaining disabled employees promote equal opportunities.
- The Lead Professional for DES will collate information about the recruitment, development and retention of disabled employees based on data collection and on staff interviews. The results will be reported to the Governing Body and incorporated in the public minutes of the Governing Body Meeting. The report to governors will include an evaluation of the efficacy of the school's arrangements for Disability Equality.
- The Lead Professional for DES will collate information about the educational opportunities available to and achievements of disabled pupils based on data collection and on pupil/parent interviews. The results will be reported to the Governing Body and incorporated in the public minutes of the Governing Body Meeting. The report to governors will include an evaluation of the efficacy of the school's arrangements for Disability Equality.

Developing Disability Equality

The Lead Professional for DES will gather together all the information relating to disability equality in order to produce an Annual Action Plan.

- In producing this plan there will be involvement of representatives of anyone in school who has a physical or mental impairment that



has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

- The Action Plan will incorporate success criteria against which progress will be measured.

A key feature of the evaluation of our developing disability equality scheme will be its impact on disabled children and adults. Impact assessments will be an essential element of our review process and will focus on the extent to which we have taken the appropriate actions and the extent to which school activities do not inadvertently disadvantage disabled pupils, employees, parents and carers and any other disabled people using the school's facilities.

All Action Plans will incorporate a timetable for action. Specific goals will be set for improving the educational attainment of disabled pupils though regard will always be given to the extent to which the gap between disabled and non-disabled children can reasonably be achieved in the case of those disabled pupils who also have special educational needs. Specific goals will also be set for increasing the number of disabled staff employed by the school though the appropriateness of this will be considered in relation to the size and location of our school.

Impact Assessment

As well as evaluating the actuality of the impact of our policies and practices we will seek the perceptions of disabled pupils and their parents and the perceptions of disabled adults. This will be undertaken in the following ways:

- The impact of policy and practice will be monitored against the stated goals of the initial DES and the subsequent Annual Action Plans.
- School Leadership will evaluate the impact of policy and practice using the published success criteria.
- School Governance will formulate a response to the progress made and the impact of policy and practice and their views will be taken into the record of a Governors' Meeting.

A decision will be made each year by the Headteacher, on the recommendation of the Lead Professional for DES and based on the actual number of pupils and staff who are disabled, as to the method of gathering the perceptions of disabled pupils and/or their parents and members of staff. Whether the decision is to speak to all disabled members of staff or whether it is to carry out a survey, the outcomes will be recorded, considered by Leadership, reported to Governors and acted upon accordingly.



Action Planning

- The lead Professional for DES will maintain records of the initial Disability Equality Scheme and the subsequent Annual Action Plans. A new Disability Equality Scheme will be formulated every three years.
- Involvement of parents, carers and pupils will be maintained throughout the school year.
- The response of the Governing Body will be contained in the public minutes of meetings of the Governing Body.