

DISABILITY EQUALITY SCHEME

Legal Framework

The **Disability Equality Duty** is a duty within the **Discrimination (DDA) Act 2005** which requires schools to take proactive steps to ensure that disabled pupils, staff and governors, parents / carers and other people using the school are treated equally.

There are two elements to the **Disability Equality Duty**:

(1) The General Duty:

- To promote equality of opportunity between disabled people and other people
- To eliminate disability-related harassment
- To promote positive attitudes towards disabled people
- To encourage participation by disabled people in public life
- To meet disabled people's needs (even if this means more favourable treatment)

(2) The Specific Duty:

- To produce a Disability Equality Scheme

Definition of Disability

(including cancer, diabetes, epilepsy, HIV, MS, hearing or visual impairments, mobility, mental health conditions, learning difficulties)

For example:

"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" (DDA 1995 Part 1 para. 1.1). This definition has been amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

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

"Substantial" means more than minor or trivial

"Long-term" means an impairment that has lasted at least twelve months, or is likely to last twelve months or for the rest of the person's life.

“Normal day-to-day activities” cover the following categories:

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.

The 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. Many children who have SEN will also be defined as having a disability under the DDA. However, not all children who are defined as disabled under the DDA will have SEN. For example, those with severe asthma, arthritis, or diabetes may not have SEN, but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act.

This school uses the “social model” of disability and “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”.

Current Representation of Disabled People

Pupils

Pupils with disabilities are accommodated in the school in a number of ways according to the disability. Children whose disability can inhibit their learning have their needs assessed by the school and relevant outside agencies. We ensure that all parties that are involved with the child are aware of their needs and the reasonable adjustment needed to accommodate them. The school gathers information on pupils including medical and dietary requirements and parents are asked to update the school when any issues arise. This information is used to inform the caterers, class teachers, first aiders, midday supervisors and anyone else relevant. Children with emergency medical disabilities are noted and all staff are made aware of these children for health and safety reasons. The staff that have direct contact with these children are given the correct training to deal with their conditions (e.g. Epi-pen, Diabetes or Epilepsy training) or are aware of the First Aider who can help.

Other Stakeholders

The school encourages other stakeholders with disabilities to let the school know (in confidence) so that reasonable adjustment can be made to meet their needs. Staff inform the school of any disability through the job application process, or would inform the Headteacher / Governing Body. Parents have the opportunity to express their views on how the school caters for people with disabilities via a letter. Any comments are noted and influence the Disability Access Plan.

Links to Other Policies

Please see Equal Opportunities, Race Equality and Diversity Policy, Special Educational Needs Policy, Recruitment and Selection and Anti-bullying Policy.

Relationship with Nearby Schools and Links to the Wider Community

Creigiau Primary School enjoys good relationships with other local schools and the wider community. The school takes part in events with local organisations. Pupils have access to a wide variety of activities that enhance their learning, e.g. school visits.

School's Statement of Commitment to Equality

Creigiau Primary School ensures that the welfare and safety of every pupil is paramount within every aspect of school life. All pupils and staff, regardless of ability or disability, are treated equally.

We recognise that to achieve equality of opportunity, reasonable adjustments may need to be made for some stakeholders.

Developing the Scheme

Involvement

All members of the school community should expect to be consulted about our Disability Discrimination Action Plan on a tri-annual basis. The number of persons involved in devising the plan will depend upon the needs of the school's population, where individuals may be asked to represent the views of a specific group based around the perceived needs within Creigiau Primary School.

At any one time, the school will try to ensure that the extent of involvement will depend on the size and resources of the school. We will endeavour to work with others within our community to ensure all views and opinions are taken into account.

Information collected will be used to prioritise actions necessary within school and resources will be targeted accordingly. This will be monitored by the Headteacher in conjunction with the SEN Governor and SENCO.

Planning Duties

Creigiau Primary School's Access Plan has been developed in accordance with Part 4 of the Disability Discrimination Act and sets out the actions to improve over time the physical environment of the school for disabled pupils, their access to the curriculum and the delivery of information to them. These actions are identified separately within this Disability Equality Scheme's action plan.

Action Plan

- (i) Planning Duties (Access Plan)
 - Physical Access
 - Curriculum Access
 - Access to Information
- (ii) To promote equality of opportunity
- (iii) To eliminate unlawful discrimination
- (iv) To eliminate disability-related harassment
- (v) To promote positive attitudes towards disabled people
- (vi) To encourage participation by disabled people in public life
- (vii) To meet disabled people's needs (even if this means more favourable treatment)

Annual Reporting

Information Gathered During the Year

The school will seek information from parents / carers with regard to the Disability Discrimination Act by the initial contact details we collect when pupils enter our school.

Parents will be invited to answer questions which will help us assess needs and give us an insight into the type of support they may need.

Our Disability Discrimination Act Plan will be updated every two years. The school will endeavour to meet needs from within its existing resources. When this cannot be achieved, the school will seek support from Pupil Support and the Local Education Authority.

Procurement

Many functions and services within schools are now contracted out to private, charitable or voluntary sector organisations.

In so far as they have control over these, schools will need to ensure that when contracting out services, they build disability equality into their contracts and that the contractor fulfils its disability equality contractual requirements.

Peter Evans
Headteacher

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