

**DISABILITY EQUALITY SCHEME**

The Stanwell Disability Equality Scheme has been drawn up under the Disability Discrimination Act 2005 which seeks to promote disability equality and ensure that disabled pupils, staff, governors, parents/carers and any other disabled people who are part of the school community are treated fairly.

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” (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.

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. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

The Disability Equality Scheme aims to:

- Promote equal opportunities between disabled people and other people.
- Eliminate unlawful discrimination.
- Eliminate disability-related harassment/bullying.
- Promote positive attitudes towards disabled people.
- Encourage the participation of disabled people in public life.
- Take steps to achieve equal outcomes for disabled people even if this requires more favourable treatment.

Development of the Scheme

The school has involved pupils and adults with challenges in developing the scheme and involved parents and support agencies in a variety of ways, including consultation, training and practical advice. Such individuals are those involved with the school but it is planned to broaden the scope of the scheme over time as part of action planning.

Outside agencies include LEA, professional associations, Health and Safety co-ordinators, medical and social groups, Key Stage 2 teachers and support staff.

The scheme has links to other policies. Access Plan, Race Equality Scheme, Equality Opportunities Policy, Special Educational Needs Policy, Recruitment and Selection, Harassment and Bullying.

Gathering Information

Information will be gathered on:-

- The effect of school policies and practices on disabled people, especially the recruitment, development and retention of disabled employees.

**DISABILITY EQUALITY SCHEME**

- The educational opportunities available to and achievements of disabled pupils. Including access to school visits, involvement in after school activities, work experience etc.
- The collected information will be analysed and used as a basis for preparing the action plan and;
- The impact of policies and practices on disabled pupils and adults will be assessed – there will be a rolling programme of policy review.

The school will decide which policies and practices have the biggest impact on disability equality.

The scheme will include consideration of the following:

- Use of a variety of appropriate teaching methods.
- Use of specialist ICT to support pupils and their parents.
- Development of the specialist knowledge and awareness of both teaching staff and support staff.
- Thorough preparation for transition from school to the next stage of learning.
- Active participation of pupils and their parents in individual planning meetings.

Information gathering will also include:

- Maintaining the school SEN Register and the Health Register that identifies all pupils with a disability.
- A review of the data collected from the SEN Team and Health Support Team about the welfare of pupils with disabilities.
- Continuing the current practice of writing an Individual Learning Plan or Health Care Plan for all pupils with a disability (including for example, all pupils with diabetes or mental health issues, whose learning may not be affected by their disability).
- Continuing the transition process that collects information from parents, pupils, teachers and other agencies that support pupils with disabilities, that is transition at all stages into school and on leaving school for further education.
- Continuing the practice of analysing whole school pupil achievement, aspirations and ambitions and how the school ensures the aspirations and ambitions, can be achieved for pupils with disabilities and look at their data relative to others achievements.
- The school will monitor data collected from parent consultations, parents' evenings and annual reviews to inform practice.
- Continuing the practice of monitoring and collecting data on attendance and exclusions to inform practice.
- Using PSE as a tool to promote awareness of the diversity of our worlds and individual lives, including disability.
- Continuing the practice of ensuring that the curriculum provides for and develops a wide range of learners. This includes collecting information about the needs of pupils with disabilities.
- Continuing the work on pastoral support to ensure we look at the diverse needs of the widest range of pupils.
- Continuing the work of the SEN co-ordinator to ensure the participation of pupils with disabilities on school visits, after school clubs, extra-curricular activities etc.

**DISABILITY EQUALITY SCHEME**Action Plan

The school's Action Plan will include:

- Planning Duties (Access Plan)
  - Physical Access
  - Curriculum Access
  - Access to Information

and aims to:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Meet disabled people's needs (even if this means more favourable treatment)

Annual Reporting

The school will report annually on the progress being made to promote equality of opportunity for disabled people. The annual report will bring together the following information:

- Data from SEN Review, Curriculum Reviews, attendance and exclusions about the achievements of pupils with disabilities.
- A summary of how the information was used, such as an IEP, parent consultations and annual reviews of pupils with statements.
- Action points that have been completed during the year and those that are ongoing.
- Pupils and staff with disabilities to be included in reviewing the outcomes.
- The annual report will be given to the governors.

Reviewing and Revising the Disability Equality Scheme

The school will review and revise the DES every three years. The information from the annual report will be used to revise and review the scheme. Disabled people will be involved in the revision and review process together with parents, pupils and appropriate outside agencies and relevant groups.

Procedures for identifying, supporting, monitoring and reviewing progress will be assessed regularly in light of information gathered. The following will then be considered:

- What is required in order to make improvements and increase the accessibility of the school.
- The individual needs of disabled pupils when planning the curriculum.
- All staff, including support staff, will receive appropriate support and training to improve their teaching and support for disabled pupils.
- Developing links with special schools to develop the curriculum and teaching;
- Choice of venues for school visits that are accessible to all pupils to make sure that no pupil is discriminated against.