

## **Disability Equality Policy**

### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has a 'physical or mental impairment which has a long term adverse effect on his or her ability to carry out his or her normal daily routine.' Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means '*more than minor or trivial*'. '*Long-term*' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. This has been extended to include those with HIV, multiple sclerosis and cancer. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is 'clinically well-recognised', although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal daily routines if one or more of the following areas are affected: 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.

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled and under the planning duties, schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

### **Disability and Special Educational Needs**

Many children who have SEN will also be defined as having a disability under the DDA. For planning purposes and for the avoidance of discrimination, it may be helpful to think of more pupils with SEN being included in the definition of disability rather than fewer: it is likely that many of the pupils who have SEN and a statement or who are at School Action Plus, or Early Years Action Plus, will count as being disabled.

However, not all children who are defined as disabled 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. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

To date the definition of disability has been tested mainly in relation to adult services. A child's ability to memorise, concentrate, learn, speak, move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

At Mayville, we are committed to Inclusion and recognise that disability encompasses physical, medical, sensory, behavioural and learning difficulties.

### **Aims and Values**

Our aim is to create an environment that is non-discriminatory towards disabled pupils and their families.

We value all pupils and continue to provide equal access and opportunity to the curriculum for all children.

We want all our children to succeed and be successful when they leave Mayville Primary School irrespective of their disability. We therefore actively encourage and motivate all our children to do their best.

We strive to foster positive attitudes towards disability through our assemblies, teaching and learning, the curriculum and within the wider community.

We ensure that appropriate and reasonable support is offered to members of staff and children with disabilities and reasonable adjustments both to the curriculum and the physical building will be made so that our disabled pupils are not at a substantial disadvantage to their peers.

We will actively seek the views of disabled individuals and ensure that these are taken into account at all times.

We provide relevant information to staff working with disabled pupils and enable staff and students who become disabled during their time at Mayville to continue to participate and enjoy in their learning/work life.

In order to achieve our aims and values, the school has produced a Disability/Accessibility Plan which will be reviewed yearly. We will make recommendations with a view to improving the accessibility of education to pupils or prospective pupils with disabilities by means of reasonable adjustments.

### **Admission to School**

Mayville follows LA guidelines for admittance for all pupils. This may include admitting over and above recommended class sizes in relation to admittance of children with a statement of special educational needs. We endeavor to educate and develop prospective pupils to the best of their potential and in line with the general standards achieved by the pupil's peers. Our school policy is to apply these criteria to all pupils and potential pupils, regardless of any disability of which it is made aware by parents or outside agencies. The school has a legal obligation to make reasonable adjustments to enable disabled students not to be disadvantaged because of their disability.

### **Record of Staff Disabilities**

In order to assist in the development of appropriate policies and arrangements to support staff with disabilities, the school seeks to maintain information on the nature of disabilities experienced by members of staff and the number of staff so affected. The basis of that record

is self-assessment by each member of staff. All colleagues are encouraged to respond positively in providing such data whenever periodic requests are circulated to them. Any change which may arise in intervening periods should be notified in writing to the Headteacher.

### **Recruitment and Selection**

The school welcomes applications from those with disabilities. Applicants are encouraged to provide information on any practical requirements so that the school can take them into account in its application and interview arrangements. The school will consider making supportive arrangements. At interview, consideration of candidates and the decision on the appointment to the post in question will be based upon the suitability of the applicant's qualifications, experience and skills for the post and not on his/her disability.

### **Appointment of staff**

Staff and Governors will follow the necessary protocols when advertising posts, interviewing applicants and deciding on appointments. People with disabilities will be encouraged to apply and will not be discriminated against. Should staff become disabled during their service; the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in their post.

### **Record of Pupil Disabilities**

School pupil data shows 3 pupils at end of - Nov -09 who fall under the DDA definition of Disability. The school also records the number of pupils who have special educational needs (See SEN policy).

### **Health and Safety**

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away. The school has several members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

### **Sporting and Recreational Activities**

The school will continue to provide equal access to all school activities for disabled students, within the constraints of the physical nature of the site and the Health and Safety implications. Where an activity is inappropriate due to a child's disability, alternative activities will be provided. Individual risk assessment will be provided for disabled students engaged in school trips or visits. Provisions will be made for children unable to participate in activities such as playtime, as a result of weather or illness. Generally all children are encouraged to take part in all aspects of school life.

### **Welfare Awareness**

Staff and pupils are to be made aware of the Disability Discrimination Act and understand its effects and accept and support disabled pupils as part of school life. Appropriate staff INSET will be provided on a regular basis to enhance understanding of disability, the need for

making reasonable adjustments in compliance with our legal duties and to improve our educational provision. The school's Equal Opportunities Policy, Anti-bullying Policy, Behaviour Policy, and staff handbooks will be updated to reflect inclusiveness and the difficulties faced by disabled pupils, thereby improve understanding and integration. The school will agree with parents, appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication.

### **Policy into Practice**

The Governing body is responsible for the school's duty not to discriminate. A named Governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate. The Headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception. All members of staff are fully committed to the policy of not discriminating against pupils, parents/carers or staff with disabilities. Parents/carers, staff and pupils are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

### **Monitoring**

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

We monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.

### **Monitoring and Review**

The Governing Body has a named Governor with responsibility for matters of disability discrimination. It is this Governor's responsibility to keep the Governing Body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The Governor in question also liaises with the LA and other external agencies to ensure that the school's procedures are in line with those of the LA. The Headteacher implements the school's disability non-discrimination policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them. The Headteacher reports to Governors on matters regarding disability discrimination.