

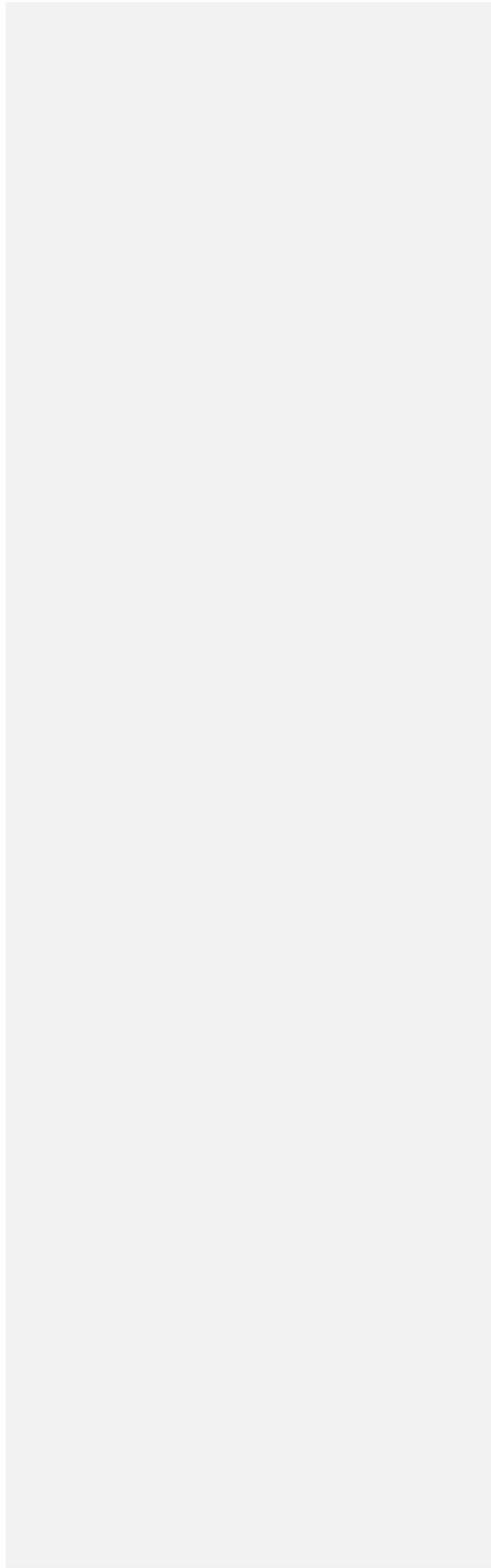
White Court School



Policy for Disability Equality

_____ November 2007
~~Agreed January 2008~~ Agreed September Jan 2012

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White Court School Disability Equality Scheme

White Court School welcomes its general responsibility under the new Disability Equality Duty to have due regard to the need to:

- Promote equality of opportunity between disabled and non-disabled people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- Eliminate harassment of disabled people that is related to their impairments;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life; and
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

School Ethos, Vision & Values

At White Court School we are committed to ensuring equality of education and opportunity for disabled pupil, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

*This school uses the 'social model' of disability as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

Links can be made with the [School Equality Scheme](#) ~~equal opportunity/equality~~ and inclusion policies within school.

Definition of Disability

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more of the following: 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 and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. 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 day-to-day activities.

How Disabled People have been Involved in the scheme

White Court School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways;

Disabled pupils:

We have identified our disabled pupils and have produced a profile of children's medical requirements. This information is updated and passed to appropriate members of staff.

The school works alongside those medical professionals who are involved with specific children. This has recently included:

- *Staff working with a diabetic nurse for training with insulin.*
- *Staff training from the school nurse in the use of epi-pens.*
- *Staff working with occupational & physiotherapists with regards to a wheelchair bound child with spinabifida.*
- *Meetings are also held with counselling services when appropriate.*
- *Specialist teachers, who are also involved with children, work alongside the SENCO to provide support. This includes the Hearing Impaired Specialist Teacher who gave training on the use of hearing aid equipment and Physical and Neurological Impairment Specialist Teachers for advice and equipment for a child with spinabifida and hydrocephalus.*

Disabled staff;

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. When issues arise reasonable adjustments are made to overcome any problems.

Disabled parents/carers;

When parents identify any barriers, we make reasonable adjustments to improve the way we meet their needs.

Disabled members of the community

We will have a questionnaire to give to all groups which make use of our facilities, and reasonable adjustments are made to overcome any issues.

How we have gathered information on the effect of our policies and practises on disabled people.

We recognise that our policies and practices may impact on disabled people and in particular on

- The recruitment, development and retention of disabled employees -see Equality and Diversity in Employment Policy;-
- ~~On~~ The educational opportunities available to and the achievements of disabled people.

We acknowledge that information gathered from a range of sources will be required in order to identify the actions we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services.

Pupil Achievement;

We analyse all the information based on pupil achievement including those with SEN and disability.

Learning Opportunities

Target setting is personalised for all pupils within school.

Admission Transition Exclusions

Enquiries are made during admission procedures to find out whether pupils have additional needs.

Employing Promoting and Training Disabled Staff

All staff will be given the appropriate training to complete the job they have been employed to do. Reasonable adjustments will be made when appropriate.

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and local community. We have agreed a programme to review the impact of our policies and this is contained in our plan.

Our Action Plan

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.

Our plan outlines the steps we are taking to improve;

- Curriculum access
- Provision of information to disabled pupils
- Physical access and movement around school particularly with regards to new build
- Assisted toilet - features and fittings include an adjustable changing table.

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Scheme.

We will ~~share~~~~report annually about~~ the progress we make on promoting equality of opportunity for disabled people. ~~Our annual report will include details of, with~~ Governors.

~~Information we have gathered during the year~~

Revisiting the Scheme

Our scheme will be reviewed and revised after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual report.

Review Date ~~-- 2012-2014~~December 2010

Senior Member of Staff responsible

Designated member of staff - S.Shambrook - SENCO

Governor Responsible – ~~M Lakin~~John Reilly - SEN Governor

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