



Disability and Discrimination Policy

St Mary's CE (A) Primary School

2017-2018

School Ethos, Vision and Values

Here at St Mary's we seek to serve the local and wider community by offering children and their families a Christian, caring and educationally rich learning environment in which to prosper as individuals and become increasingly valuable members of society.

Our school is committed to ensuring equal treatment of all its pupils, employees and others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures.

St Mary's will not tolerate harassment of **ANY** person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

What do we understand by "disability"?

'A person (P) has a disability if –

(a) P has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.' (*Equality Act, 2010*)

The following definitions of each of the terms used in this description offer guidance to help determine whether a person is disabled or not.

Physical impairment - includes sensory difficulties such as visual or hearing impairments.

Mental impairment - includes learning difficulties, autism, dyslexia, speech and language difficulties, attention deficit hyperactivity disorder (ADHD).

Substantial - means more than minor or trivial, but it may helpfully be thought of as meaning 'having some substance'.

Long-term - includes those who have impairment that:

- has lasted 12 months or more
- is likely to last 12 months or more.

At St Mary's we understand that the definition of disability under the Equality Act 2010 is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. St Mary's recognises that social, emotional and mental health difficulties are part of this definition.

What do we understand by "discrimination"?

'A person (A) discriminates against another (B) if, because of a protected characteristic, A treats B less favourably than A treats or would treat others.' (*Equality Act, 2010*).

Unlawful discrimination against a disabled pupil could occur in the following ways:

- direct discrimination
- indirect discrimination
- discrimination arising from disability
- harassment.

Direct discrimination

Direct discrimination is when a disabled person is treated less favourably than a non-disabled pupil.

However, it is not discrimination to treat a disabled pupil more favourably than a non-disabled pupil because of their disability.

Indirect discrimination

Indirect discrimination is if a disabled person is put at a disadvantage to a non-disabled person.

Schools also have a duty to make 'reasonable adjustments' (see below) for disabled pupils – in effect making an exception to the rule if the rule would put the disabled pupil at a disadvantage.

Discrimination arising from disability

Discrimination arising from disability is if a disabled person is treated unfavourably because of something that is a consequence of their disability.

Harassment

Harassment occurs when a person engages in unwanted conduct that either:

- violates a pupil's dignity or
- creates an intimidating, hostile, degrading, humiliating or offensive environment for a pupil.

Schools Strategic Priorities

Learning – All pupils are taught according to need.

Environment – Space for disabled parking is provided on the school car park adjacent to the main entrance. The door to the main entrance is fitted with an easily activated automatic door which can be operated by wheelchair users. All external doors are accessible by wheelchair having no steps.

A toilet with facilities for people with disabilities is situated on the ground floor. There is a lift to give wheelchair users access to the first floor. Contact buttons connected to the main reception area are provided around school for use if a disabled person needs help.

The General Duty

We will actively seek to:-

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the ACT.
- Eliminate harassment of disabled persons that is related to their disability.
- Promote positive attitudes towards disabled persons.

Parents or pupils can ask for school to keep the nature of the disability confidential, although this could limit what school can do by way of making reasonable adjustments.

How we will meet the General Duty & Specific Duty

The production of this Disability Equality Scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for St Mary's.

The main actions to be taken to promote disability are described in the school's Accessibility Plan. This will run in conjunction with the school Development Plan and will be subject to revision and amendment at the end of the three-year period.

Involvement of Disabled people in Developing the Scheme

Responsibility for developing this scheme lies with the Headteacher, SENCO, member from the schools SMT and the Link Governor for SEN.

Developing a voice for disabled pupils, staff and parents/carers

Disabled pupils and their parents and other disabled members of the school community will be involved in devising, monitoring and evaluating this scheme. Pupils and their parents will have a direct voice into this scheme through review with the Headteacher and School Council.

The Governing Body

Membership of the Governing Body is open to all eligible persons irrespective of disability. Members of the Governing Body are encouraged to visit St Mary's to aid monitoring of measures to ensure Every Child Matters.

Removing Physical Barriers

See the School's Accessibility Plan

Disability in the Curriculum, including Teaching and Learning

See the School's Accessibility Plan

Eliminating Harassment and Bullying

St Mary's has adopted the LA policies on harassment at work. The schools Behaviour Policy (including Anti-Bullying) and the Friendship Charter is regularly reviewed by children, staff and governors. Children's views are taken into account through Circle Time and the School Council. Parent's views are taken into account through Parent's Forum and 'Open Door' policy operated by the Headteacher, Deputy Headteacher and the Assistant Heads.

(Copies of the School Policies are available from the School Office and will also be available on the schools website).

Reasonable Adjustments

Our school has a legal duty to take positive steps to make sure that pupils with disabilities can participate in all aspects of school life. The reasonable adjustments duty requires schools:

- to think ahead
- anticipate the barriers that disabled pupils may face
- remove or minimise them before a disabled pupil is placed at a substantial disadvantage;

Reasonable adjustments may need to be made in admissions, exclusions and in fact every aspect of the life of the school. In planning developments to deliver this intention, the school considers the needs of the current and future users of the school.

The main strategies to bring about reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents.

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully.

- In the Classroom
 - In the School Curriculum
 - At all times and in all parts of the building
- And When
- Disabled persons feel part of the life of the school
 - Disabled persons are included by their peers in all parts of school life
 - Parents and carers feel confident in working with disabled pupils

School Facility Letting Use by the Community

It is important that community users have full access to all areas of the school and hirers/users are asked to discuss their requirements with school staff when booking premises.

Link with the PCT

The school has a nurse who is available throughout the term and during 'Drop In' sessions that are available each half term. Notifications of these visits are published in school newsletters and by letters to parents. The school nurse provides a link between school and health care professionals dealing with our pupils and their parents.

Information, Performance and Evidence

The school will collect data annually to help monitor the impact of its policies. Data collected will include information on:-

- Pupil Achievement
- Learning Objectives – i.e. take up of courses, external visits, after school activities etc.
- Exclusions
- Social Relationships
- Employing, promoting and training disabled staff.

Reviewing/Monitoring

This policy will be monitored during the year by staff and Governors. The views of those pupils and their parents and carers affected by the policy will be sought during reviews and other means during the year.

The school will use the information gathered to update and amend the policy, setting targets in the accessibility strategy to further the aims of the school in this area.

Members of staff responsible:

Headteacher

SMT

SENCO

Link Governor for SEN

We work with due regard to the equality act 2010 to make sure that all our pupils regardless of ethnicity, ability, home language and special educational needs are included and are able to access language lessons.

Signed: *Sonia Oxford* Chair of Governors

Policy Date: July 2017