

The best possible start to a lifelong education



# Disability Equality Policy

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## **Mission Statement**

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At Caegarw Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, 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. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At [enter school name here] Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **The Disability Equality Duty (DED)**

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### **Definition of Disability (Equality Act 2010)**

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

### **The Duty**

This new duty was introduced in the Disability Discrimination Act 2005 and came into force in December 2006. The Disability Discrimination Act 2005 and Equality Act 2010 placed a general duty on schools, that need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination that is unlawful under the acts
- Eliminating harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

## **The Disability Equality Duty (DED)**

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### **Monitoring**

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

### **Additional implications for schools**

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

### **Hiring transport**

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

## **The Disability Equality Duty (DED)**

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### **Election of parent governors**

The election of parent governors will now be covered by the DDA 2005 and Equality Act 2010, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

### **Involvement and consultation**

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It is a requirement, where applicable, that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

At the time this policy was written and reviewed there were no disabled member's of staff or pupils at [enter school name here] Primary School.

### **Making things happen**

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In order to ensure that action is taken to meet the Disability Equality Duty, [enter school name here] Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 and Equality Act 2010 will be met.

### **Good practice examples**

The following examples were gathered from good practice suggestions on how disability equality can be promoted in a school environment.

- Promoting equality of opportunity between disabled people and other people.

- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
  - Ensuring that the talents of disabled pupils are represented accordingly through the More Able and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and Equality Act and harassment of disabled people that is related to their disability.
    - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
    - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
  - Promoting positive attitudes towards disabled people.
    - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

### **Making things happen**

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- Promoting positive attitudes towards disabled people (continued)
  - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
  - At schools with specialist units, staff have successfully raised awareness about disability by going to talk to pupils from the mainstream school.
- Encouraging participation in public life by disabled people.
  - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

The school has a duty to ensure that all departments and organizations meet the anticipatory duties outlined in section 20 of the Equality Act 2010. Section 20 of the Equality Act 2010 highlights the need for the Council to anticipate the needs of disabled service users and to take reasonable steps to remove barriers to accessing services. The duty is anticipatory in the sense that it requires consideration of, and action in relation to, barriers that impede individuals with one or more disability seeking to use the service.