



# Disability Equality Policy

March 2017

COTTERIDGE PRIMARY SCHOOL

## **Cotteridge Junior and Infant School Disability Equality Policy**

**Cotteridge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School is committed to the UNICEF Rights Respecting Schools ethos and actively promotes the UN Convention on the Rights of the Child**

This policy is for the pupils, parents, staff, governors and associated community of Cotteridge Junior & Infants School. It should be read alongside other school policies.

### **School Ethos, Vision & Values**

We seek to serve the local and wider community by offering children a caring and stimulating learning environment where they can achieve high standards and become increasingly valuable members of society.

The school is committed to ensuring equal treatment of all its employees, pupils and any 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, practices and service delivery.

This school will not tolerate harassment of any person whether they are a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

### **What do we understand by "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 was 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 definition extends to those who have had a disability. ( DDA 1995 Part 1 para **2.** - (1) The provisions of this Part and Parts II and III apply in relation to a person who has had a disability as they apply in relation to a person who has that disability.)

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

### **Schools Strategic Priorities**

**Learning** – all pupils are taught according to their needs.

**Environment** –The DDA and Accessibility Plan are considered when refurbishment is undertaken. The obligations under the DDA are entirely congruent with the school's obligations to deliver high quality learning opportunities and provision of care for every member of the school community.

## **. 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 disabilities
- promote positive attitudes towards disabled persons -This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

(DDA 2005 S.49A)

### **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

### **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 school to aid monitoring of measures taken to ensure that Every Child Matters.

### **Removing physical barriers**

See the School's Accessibility Plan.

### **Eliminating harassment and bullying**

The school has adopted LA policies on harassment at work. The school's Anti Bullying Policy is regularly monitored and reviewed by a team of staff, parents, Governors and students. The latest policy is available from the school's web site or the school office.

### **Reasonable Adjustments**

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non- disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan, however 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 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 of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

The school has a nurse who is available throughout the term on request to the Health Authority. She provides a direct link between school and health care professionals dealing with our pupils and their parents.

Date policy adopted by Governing Body: **March 2017**  
Date of review: **September 2019**