

Adopted: July 2017  
Next Review Date: July 2020



## **E21C Trust Primary School**

### **Disability Equality Policy**

#### **1. Introduction**

Duties under Part 5A of the Disability Discrimination Act 1995 (DDA) were introduced in 2005 which require The Directors to:

- Promote equality of opportunity for disabled people namely pupils, staff, parents, carers and other people who use the school or may wish to do so;
- Prepare and publish a disability equality scheme to show how the school will meet these duties
- This scheme sets out how The Directors will promote equality of opportunity for disabled people within the Trust Primary Schools.
- Duties under Part 4 of the DDA require The Directors to plan to increase access to education for disabled pupils in three ways:
  1. Increase the extent to which disabled pupils can participate in the school curriculum
  2. Improve the environment of the school to increase the extent to which disabled pupils can take advantage of the education and wider opportunities provided here
  3. Improve the delivery to disabled pupils of information that is provided for pupils who are not disabled in order that they can fully access all aspects of education and school life.

#### **2. Purpose**

The purpose of the Trust Primary Schools' scheme is to show how we will meet the duty to promote disability equality for disabled pupils, staff and parents.

The schools will involve its disabled pupils, parents and members of its wider community in accessibility planning and will incorporate their views into its scheme. It will review the ways in which further improvements may be made to improve the involvement of disabled pupils, staff and parents year on year.

#### **3. Information Gathering**

The Directors and school leadership recognise that the collection of information is crucial to enable effective decisions about what we will do in order to improve opportunities and outcomes for our disabled pupils, staff and parents.

We are fully aware of the breadth of the definition of disability under the Act and will ensure that all our pupils are included in addition to those with SEN such as those with a medical condition (diabetes, severe asthma, epilepsy, chronic fatigue syndrome or a mental health condition).

The school will actively encourage disclosure and reassure our pupils, staff and parents about confidentiality. At all times such information will be handled sensitively and used to improve opportunities and outcomes for members of our school community.

All staff that are recruited to this school will use the School application form which will collect information on disability and will monitor the different groups and their representation.

The school will use the information that it holds on all its pupils to inform its disability equality scheme and will record:

- The number of disabled pupils in the school
- The designation and impairment of each of these pupils
- The achievements of these pupils both individually and as a group to ensure that it is in line with or better than school, local and national norms
- The engagement of these pupils in the wider life of the school

#### **4. Impact Assessment**

Impact assessment is a systematic approach to the analysis of the effects of this policy, practice or procedure for disabled pupils, staff and parents.

Our schools will assess the impact of its Disability Equality policy by:

- Collating and co-ordinating the issues identified through the involvement of disabled pupils, staff and parents; and
- Ensuring that the quality of the information that the school holds on its disabled pupils, parents and staff is of the highest standards

#### **5. Identifying the Main Priorities**

Our schools will determine their priorities on the basis of:

- An examination of the information gathered
- The messages that have been given by the school's disabled pupils, staff and parents
- An assessment of its current practice
- The schools will work proactively to make reasonable adjustments for disabled pupils at policy and whole school level, and will actively support individual pupils in order to promote equality of opportunity for disabled pupils and to secure their participation in every aspect of school life.

Our schools will work proactively to:

- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation
- Actively take steps to meet the needs of disabled people

#### **6. Making It Happen**

All schools are required to implement the actions of their Disability Equality Scheme within three years.

Our schools will produce a detailed action plan that will be reported to The Directors as an integral component of the schools' normal reporting procedures on an annual basis.

Priorities identified in this schools' scheme will be fully co-ordinated with the other priorities for the schools and will be particularly related to the schools' accessibility plan.

This action plan will include:

- The allocation of lead responsibility for each action
- The allocation of resources
- An indication of expected outcomes and performance criteria
- Timescales
- A specified date for review

## **7. Publication**

This document represents the schools' Disability Equality Scheme and will be provided to anyone asking for it. It will relate to, and be supported by, the Accessibility Plan and the Action Plan that reflects this DES statement.

## **8. Reporting**

All schools are required to report on their DES and the associated action plan. This will be through an annual statement to The Directors and directly associated with the evaluation of the school improvement plan and SEF.

## **9. Reviewing and Revising the Plan**

The DES will be reviewed and revised every three years and will be undertaken at the same time as the schools' accessibility scheme.

Further Information is available from:  
Teachernet, Disability Equality Guidance