

HANGING HEATON (VC) C of E JUNIOR AND INFANT SCHOOL DISABILITY EQUALITY SCHEME

Introduction

Hanging Heaton School is committed to recognising the uniqueness of an individual and to acknowledge and develop the positive qualities that all have regardless of race, religion, gender or special educational need to achieve their full potential. We are a school committed to the inclusion of all in everything we do and strive to ensure equal opportunities for all to achieve their best. This policy is written to reflect our vision of love and the chosen aims and Christian values of our school for this year:

Trust, Compassion, Forgiveness, Thankfulness, Creativity and Wisdom.

Our school vision statement shared with stakeholders reflects this belief and what we aim to achieve:

- Our Christian values are an essential part of our school lives.
- We promote a positive, healthy lifestyle with respect for ourselves, others and the environment.
- We respect the beliefs and cultures of other communities.
- We all have individual gifts, talents, skills and abilities.
- We are all on a fun learning journey in order to achieve our full potential.
- We celebrate and share our successes and achievements.
- We work together in a safe and stimulating environment, having high expectations of ourselves and others.

Hanging Heaton School welcomes its general responsibilities under the 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 persons 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 Hanging Heaton 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. 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.

Further information relating to the school's equal opportunities policy can be found in the Single Equality Plan.

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 affect on his/her ability to carry out normal day-to-day activities.

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.

How Disabled People have been involved in the Scheme

Hanging Heaton School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We intend to involve disabled people in defining our policy and procedures in the following ways:

Disabled pupils:

We will identify our disabled pupils based on analysis of the current cohort of statemented/EHCP SEN children and those others with identified medical needs, e.g. those with severe asthma or serious allergies. We request on entry to school details of all our new starters to ensure that we are able to ensure that our services continually meet the needs of all disabled pupils. In addition, all our SEN children take part in regular reviews with their teachers where provision and support is discussed.

There are no key issues which require addressing at present.

Disabled staff:

We regularly send letters to all staff and governors advising them of the requirements of the Disability Discrimination Act 2005. When we have the responses, we will give all disabled staff and governors a questionnaire to identify any barriers and how we can improve the way we meet their needs. At present we are not aware of any disabled staff or governors at Hanging Heaton School. To ensure that we have up to date information regarding the needs of our staff and governors in future, we will request any appropriate details as part of the induction process.

Disabled parents/carers:

We regularly send letters to all parents advising them of the requirements of the Disability Discrimination Act 2005. When we have the responses, we will again give all disabled parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs. We will then decide how best we can continue to liaise with this group, either collectively, via coffee mornings, etc or on a one to one basis as appropriate.

Disabled members of the local community:

At present our school is not used for by other members of the community. However, we are constantly looking for ways to ensure that all our visitors have appropriate access to our facilities. This will of course be monitored and should the situation change then appropriate action will be taken. The Children's Centre has access to our premises occasionally and they will be made aware of the need to identify any disabled users.

Once our list of disabled stakeholders is complete we will look to incorporating their views, both in this policy and also on an ongoing basis in formulating and reviewing the action plan by monitoring how the school carries out its duties.

How we have gathered information on the effect of our policies and practices 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;
- on the educational opportunities available to, and the achievements of, disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which 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. The processes we use for gathering information will include:

Pupil Achievement:

Disabled pupils are monitored as a vulnerable group as part of the SEN Monitoring and Assessment process. Achievement and progress data are analysed and reported to the Senior Leadership Team.

Learning Opportunities:

All children, irrespective of whether or not they have a disability, are encouraged to set their own personal targets which are then reviewed by the class teacher. Any special requirements to support these targets are identified and provision made to ensure that targets are met as part of this process and that all pupils have the same opportunities to achieve. All school trips and out of school activities will be carefully considered and planned so that no child is excluded due to their disability.

Admissions, Transitions, Exclusions:

A questionnaire is issued as part of the initial parents meeting to ensure that additional needs are identified at the earliest opportunity. Full details of any disabilities are passed on to the appropriate secondary school. In a similar way, information is sought from pre school providers where appropriate to ensure that our records are completely up to date.

Exclusion is not an issue in our school and as such this does not create a barrier to our disabled pupils. We do, however, continually monitor children displaying difficult behaviours to ensure that appropriate support is given.

Social Relationships:

We pride ourselves on being a friendly school, where children and adults alike are valued, included and respected. Our social activities are planned to include all and where difficulties may be experienced by certain individuals, discussion takes place and additional support is given as appropriate. All children have equal access to all out of school activities. Ongoing lessons, e.g. PSHCE, SEAL ensure all our children develop social relationships irrespective of any disability. Where disabled children would benefit from more specialised support, e.g. buddying or availability of a quiet area for reflection, then this would be created based on their need.

Employing, Promoting and Training Disabled Staff:

We are not currently aware of any disability within our staffing at the present time. Letters have been sent out to all members of staff to ask them to identify, on a confidential basis, whether or not they fit into this category. If any needs are identified, then appropriate training support will be identified and scheduled.

How we will assess the impact of our policies?

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

In addition we will contact our disabled stakeholders at least annually and ask them to complete a detailed questionnaire which will identify any aspects of improvement or difficulties which we will then build into our action plan as detailed below, a copy of the questionnaire can be found in Appendix 1.

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 existing accessibility plan outlines the steps we are taking to improve:

- curriculum access
- provision of information to disabled pupils and parents

- physical access

Our Access Plan forms the first part of the Disability Equality Scheme action plan and can be found in Appendix 2 with the full Action Plan as Appendix 3.

Reporting

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

We will ensure that stakeholder people are involved in this process.

The annual report will be incorporated into the school prospectus and school web site, as will this policy.

Revisiting the Scheme

Our scheme will be reviewed and revised initially as soon as all information is collected and after a period of 3 years and disabled stakeholders 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 reports.

Policy Written: September 2014

Reviewed September 2018

Reviewed September 2019

Reviewed September 2020

Reviewed September 2021

Reviewed September 2022

Review date September 2023

Senior Member of Staff Responsible Mrs J Potter

Designated Member of Staff Mrs S Brooke-Mawson

Governor Responsible Mrs E Exley