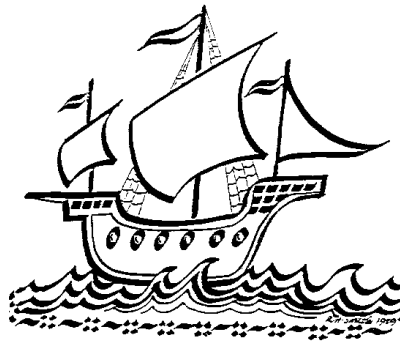


UPTON JUNIOR SCHOOL



One Childhood One Chance

DISABILITY EQUALITY SCHEME

Upton Junior School Pupil Premium Policy has been written following advice from
Schools Personnel Service and DFE guidance.

Reviewed:

Term 2 2013

Approved by the Governing Body:

Chair of Governors:

Date:

Headteacher:

Date:

Disability Equality Scheme

Disability Discrimination Act 2005

The duty to promote disability equality requires all schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and others
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

Race

Duties under the Race Relations (Amendment) Act 2000 require the governing body to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

To meet this requirement the governing body will

- produce a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity.
- assess and monitor the impact of race equality policies on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually

- record racist incidents and report them to the local authority on a regular basis.

Disability

Duties under Part 5A of the DDA 2005 require the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- Prepare and publish a disability equality scheme to show how they will meet these duties.

Gender (sex)

Duties under the Equality Act 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sex.
- Promote equality of opportunity between women and men.

From 6 April 2007, the Equality Act 2006 requires the governing body to promote equality of opportunity between women and men (including boys and girls) and to publish a Gender Equality Scheme showing how the school intends to fulfil the general and specific duties. The Governing body will revise and review the plan every 3 years and report on progress annually.

There are no specific duties or requirements on schools in relation to gender reassignment, beyond the requirement not to discriminate in terms of employment of staff.

Religion or Belief and Sexual orientation

Duties under the Equality Act 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sexual orientation.
- Eliminate unlawful discrimination and harassment on the grounds of religion or belief.

Our Disability Equality Scheme will outline how we will fulfil this duty and include a set of specific, measurable, achievable, realistic and time bonded targets in the form of an action plan.

School's Duty

The governing body has a duty to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other disabled users of Upton Junior School and its facilities.
- produce and publish a **Disability Equality Scheme** to show how they will meet these duties.

The Disability Equality Scheme

The governing body is required to plan to increase access to education for disabled pupils in three ways, by:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

THE DISABILITY EQUALITY SCHEME

School's Aims and Values

We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. The achievement of all pupils and students will be monitored on the basis of disability and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We aim to identify and remove barriers to disabled pupils in every area of school life.

We have high ambitions for disabled pupils and expect them to participate in all aspects of school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

We will work actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:

- Ensuring access to the curriculum for all.
- Ensuring reasonable access to premises.
- Providing appropriate equipment and tools for everyone.
- Providing training for staff and Governors.
- Continuing to develop a PSHE/Citizenship - SEAL programme and

good communication.

- Ensuring the development of good communication and partnership between all members of our community.

Roles and Responsibilities

This Disability Equality Scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them.

Promoting disability and equality and raising the achievement of disabled pupils is the responsibility of the whole school staff.

Introduction to this Disability Equality Scheme will be included in our induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

The Headteacher and Leadership team will ensure that induction procedures are followed.

The governing body will ensure that a policy is in place, implemented, monitored and evaluated.

All staff will support and contribute to the Induction procedures. Pupils will be encouraged to respect individual differences and embrace the ethos of the Disability Discrimination Act.

Parents and carers will be made aware of the Disability Discrimination Scheme.

Training

All staff, governors and pupils will receive appropriate training on the Disability and Equality Scheme and their responsibilities under it.

Breach of the Policy

The Governing Body will be responsible for ensuring compliance with the terms of the scheme and will respond appropriately to any breach of the policy.

Involvement of disabled pupils, staff and parents

- We continue to assess the impact of existing and proposed policies.
- We will monitor the success of initiatives undertaken.
- We will review and revise the scheme.

Information Gathering

- We will consult all staff to ensure the effectiveness of school policies in relation to recruitment, retention, training and promotion.
- Upton Junior School does not discriminate against any employee.
- We believe that everyone should be given an equal opportunity to fulfil their potential and explore their aspirations.
- We embrace diversity and by regular monitoring we ensure the success of the initiatives undertaken.
- We ensure all pupils; regardless of ability or disability have the opportunity to participate fully in all activities both within the curriculum and in extracurricular activities.

Pupil Achievement - We are aware that information collected on pupils based on special educational needs categories will not necessarily capture all those pupils who are disabled. Information on pupil admission forms and the regular review of pupils will ensure that the school is as inclusive as possible

Learning Opportunities - We will provide equal learning opportunities for all members of the school community.

Social Relationships - We will improve social relationships between disabled pupils and non-disabled pupils through,

PSHE/Citizenship, SEAL programmes and work with the Learning Mentors.

The policy will be reviewed every three years by the Governors and will take into account views expressed by pupils, parents, staff and members of the local community.

Assessing the impact of policies

The impact of the policy will be assessed through feedback from pupils via the Learning Mentors, peer mediators, and questionnaires. Parents, staff and members of the local community will also be encouraged to comment. Tracking of pupils and staff with disabilities will also inform our view of the effectiveness of the Disability Equality Scheme.

Appendices

Appendix 1

Publication of Disability Discrimination Scheme

The Disability Discrimination Scheme will be placed on the school website. A paper copy is available on request.

(Appendix 2)

DEFINING DISABILITY

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as being disabled. The DDA 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.'

The definition covers a much larger group of children than most people think. A report from the Cabinet Office (2005) *Improving the Life Chances of Disabled People*, draws on estimates that suggest that about 772,000 children in the UK are disabled, equivalent to 7% of all children.

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial';
- 'long-term' is defined as 12 months or more.

Mental and physical impairments

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal

day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one 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;
- perception of risk of physical danger.

Special educational needs and disability

Though the definition of disability comes from the DDA and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

