

Disability Equality Policy

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Approved By	
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Notes	



Woodland Grange Primary School

Aiming high to achieve excellence and success by working together.

Aims

- To help pupils, staff and parents to understand what disability means and what its effects are
- To raise awareness of and challenge disability discrimination
- To prevent disability discrimination through an ethos of inclusion and mutual respect
- To offer a curriculum that addresses disability in a positive way
- To promote equality of opportunity, enabling each child to achieve his / her best
- To develop a sense of self-worth in all pupils

Our Commitments

- To review our accessibility and provision regularly with parents, pupils, staff, governors, school surveyors
- To work in partnership with parents / carers / health professionals
- To inform parents of the school's values and policies through the website in order that they may be confident that discriminatory practices will be dealt with appropriately and that the school will make reasonable adjustments to accommodate disability in all forms
- To monitor and analyse the attainment, behaviour and attendance of children with physical / medical mental health needs, in order to establish trends and patterns, and to implement strategies to address issues arising, supporting children seen to be at risk of underachievement by individual target setting, mentoring and working in partnership with parents / carers
- To encourage community involvement in curricular provision and enrichment programmes
- To review all resources regularly to ensure that they do not stereotype disability
- To ensure that children with physical and medical needs, including mental health needs are enabled to access the curriculum fully
- To work in partnership with families and other key professionals, where we are aware of physical, medical, mental health needs in the family that may impact on the child / children that we have in school and to maintain confidentiality in such cases

Roles and Responsibilities

The governing body will ensure that:

- The school complies with SEN & Disability Act legislation
- The policy and related procedures and strategies are implemented
- Staff recruitment and retention processes are monitored appropriately

The headteacher will ensure that:

- The policy and its related procedures are implemented
- SEN and Disability monitoring and reporting procedures are met in full
- Staff are aware of their responsibilities
- The range of curriculum resources available enables all children to participate and achieve
- Pastoral care and guidance takes account of SEN and disability
- The school keeps parents / carers informed of its policies and procedures

All staff will:

- Deal with all incidents of disability / SEN discrimination in line with school policy and procedure and will report all such incidents to the Head, Deputy or Assistant Head

- Challenge all forms of stereotype, discrimination and bias
- Develop an awareness of contemporary and historical issues relating to disability
- Be aware of the practical needs of children and respond appropriately to them, e.g. dietary needs, mobility, vision, hearing, co-ordination, toileting, medication etc.
- Maintain high expectations for all children in our care
- Plan activities that use a range of resources and provide opportunities to enable full participation of all pupils
- Analyse pupil performance data and devise strategies to address barriers to achievement

Success Criteria

- High levels of achievement for all pupil groups
- A diverse and rich curriculum, supported by resources that portray disability positively
- Active parental and community involvement
- Successful partnerships with community groups
- Prompt and appropriate responses to discriminatory incidents, resulting in a low level of complaints and incidents
- A good level of parent / carer trust in the work of the school
- Continual review and improvement of accessibility

The Disability Equality Duty and the Governing Body

Questions the governing body will ask itself annually as the 'responsible body' for the school

Duties to disabled pupils, staff and parents	Yes	No	Evidence
Does the GB receive regular reports on how the school is meeting its duties to: <ul style="list-style-type: none"> • disabled pupils? • disabled staff? • disabled parents, carers, governors, other disabled people who use the school or may want to? 			
Disability equality duty: General duty			
Does the GB have regard to the need to: <ul style="list-style-type: none"> • promote equality of opportunity for disabled people? • eliminate disability discrimination? • eliminate disability-related harassment? • promote positive attitudes towards disabled people? • encourage participation by disabled people in public life? • take steps to meet disabled people's needs, even if this requires more favourable treatment? 			
Disability equality duty: Specific duty			
Does the school have a mechanism for assessing disability:			
Did the school involve disabled people (pupils, staff, parents) in the development of the scheme?			
Does the school's scheme show: <ul style="list-style-type: none"> • how disabled people have been involved: • how information is gathered on the effect of the school's policies on: <ul style="list-style-type: none"> • recruitment, retention of disabled staff? • opportunities for, achievements of disabled pupils? • how the school assesses the impact of its policies, current or proposed, on disability equality? • the steps it is going to take to meet the general duty (the school's action plan)? • how information will be used to support the review of the action plan and to inform subsequent schemes? 			
Did the school implement the actions in its scheme within three years?			
Does the GB: <ul style="list-style-type: none"> • report on its scheme annually? • review and revise its scheme every three years? 			

Data will be processed to be in line with the requirements and protections set out in the General Data Protection Regulation