

Disability Equality Scheme

September 2021



Believe, Achieve and Grow Together in Christ

Sutton Oak C.E Primary School

School Ethos Vision and Inclusive Values

The Bible tells us that we are all children of God. We believe that every child is known and loved by God and that every member of our school community should be respected. This means that all are accepted and included in all that we do. At Sutton Oak we celebrate diversity and embrace difference.

Sutton Oak CE Primary School is committed to ensuring equal treatment of all its employees, children and any others involved in the school community. Those with a disability will be treated as fairly as all others. This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents. We believe that all children have a fundamental right to non-discriminative education, free from bias and disadvantage. The school will make every effort to eliminate all forms of discrimination and inequality.

What do we understand by “disability”

“Disability is 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 mental impairment the need for it to be clinically well recognised has been removed.

The Disability in Equality in Education (DEE) recommends that all pupils with SEN and 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.

This school uses the “social model” of disability as a 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. This school, therefore, uses the social model of disability throughout our work. 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.

Sutton Oak CE Primary School will constantly strive to improve all aspects of the culture, climate and practice at the school to ensure children with disability can be successfully and meaningfully integrated.

Strengths and Weaknesses

We will identify strengths and weaknesses of the school in promoting disability equality. This will be achieved by completion of the Information Gathering Check List from which an Action Plan will be produced detailing priorities with a reasonable timescale, taking into account budgetary implications.

2 The General Duty

Sutton Oak CE Primary School will strive 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 so that they do not feel pushed into activities in which they do not wish to participate in.
- Take steps to take account of disabled persons' disabilities and to make reasonable adjustments to ensure that no person is treated less favourably than others for any reason relating to a disability.
- Provide responsive and accessible services for all.
- Engage closely with all partners and agencies to promote all of the above.

3 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 i.e. to produce a Disability Equality Scheme for our school.

These actions may require priorities to increase access to the curriculum, the physical environment and provision of information. This will also include taking steps to include children with disabilities participate in lunchtime activities, school plays and visits both in school and in early years setting.

3.1

Involvement of Disabled people in Developing the Scheme:

To be involved as and when appropriate.

3.2

Developing a Voice for Disabled Pupils, Staff, Parents/Carers:

Children will be interviewed as part of the planning process.

3.3

The Governing Body will manage, evaluate and review all issues relating to DDA, including action planning and decision making.

3.4

Removing Barriers:

Sutton Oak CE Primary will endeavour to remove all barriers to the inclusion of disabled children and adults and attempt to make all reasonable adjustments.

3.5

Disability in the Curriculum, including teaching and learning:

Every attempt will be made to ensure access to all parts of the curriculum.

3.6

School Facility Lettings:

Disabled groups will be considered favourably within the lettings Procedures and practices.

3.7

Contractors and Procurement:

St. Helens Council procedures regarding DDA will be adhered to.

3.8

Information, Performance and Evidence:

Access to Information is available via the School Prospectus and School Website.

Signed: A. Edgerton

Date: September 2021

Date of review: September 2023