



Blessed Robert Widmerpool Catholic Primary and Nursery School Disability Equality Policy

School Ethos, Vision & Values

The school is committed to ensuring equality of opportunity for all its employees, pupils and any others involved in the school community, regardless of disability and will ensure that disabled people are not treated less or more favourably in any procedures and practices.

Harassment of disabled people within the community with any form of impairment will not be tolerated.

1.1 Understanding of “disability”

‘A person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’.

Act 2010

All pupils with SEND and those with long term medical needs are 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 is in line with recommendations from Disability Equality in Education (DEE).

- Normal day to day activities cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eye sight, memory or ability to concentrate, learn or understand, perception or the risk of physical danger.

The “Social Model of Disability” is used 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.

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.

The General Duty

The school will:

- 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 (i.e. not representing people in a demeaning way/not pretending they don't exist /not representing them anywhere at all)
- Encourage participation by disabled persons in school life (i.e. respecting the wishes of disabled children so that they do not feel pushed into activities they do not wish to take part in)

- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

(DDA 2005 S.49A)

How we will meet the General Duty & Specific Duty

This disability equality policy

- Provides a framework for integrating disability equality into all aspects of school life
- Promotes equality of opportunity
- Enables children with disabilities to participate in all aspects of school life and achieve both academically and socially.
- Encourages children with disabilities to stand for election to the School Council.
- Eliminates discrimination that is unlawful under the Disability Discrimination Act
- Eliminates harassment of disabled people that is related to their disability
- Promotes positive attitudes towards disabled people
- Encourages participation by disabled people in school life
- Takes steps to meet disabled people's needs, even if this requires more favourable treatment

Involvement of Disabled People in Developing the Policy

Disabled pupils staff and community members have influenced and continue to influence the policy by contributing to discussions about access to both the physical environment and to the curriculum.

The policy is reviewed annually by the governing body.

Developing a voice for disabled pupils, staff and parents/carers

Parents and pupils are involved in SEND review meetings, provision and transition planning.

Disabled pupils, staff and community members can raise issues via the school council and governing body. Issues will be passed on to the management body who will be expected to respond with recommended action within one term.

Urgent issues can be raised with the Head teacher, other school staff or one of the governors.

Telephone appointments and home visits are available to disabled parents and carers who have difficulties getting to school.

The Governing Body

All governing body proceedings are accessible through provision of minutes in school office.

Parents are aware of the contribution the governing body makes to the life of the school through representation on the governing body and school communications such as letters and questionnaires.

The governors consider the potential implications for disabled pupils and staff and community members of decisions being made.

When reviewed, every policy, procedure, action plan and scheme will be considered from the viewpoint of how decisions might impact on disabled people. Disabled staff will be part of the decision making process.

We welcome any applications from governors with disabilities and encourage this disclosure on application forms.

Removing Barriers

The School Disability Access Plan will be reviewed and updated every two years during the Summer Term. This academic year the plan will be created in response to the recommendation made in the school's last access audit.

Disability in the Curriculum, including teaching and learning

Children and their families are encouraged to develop positive attitudes and disability equality through the wide range of learning opportunities provided. Children are supported to engage in all aspects of school life. Extra staff, additional resources and use of ICT all support their inclusion in lessons.

Eliminating harassment and bullying (See Equality Policy and Bullying Policy)

The schools policies and Education for Personal Relationships (RSHE) programme provide a basis for children within which they can grow in confidence as people and become informed, thoughtful, responsible, healthy and safe members of society.

The RSHE programme encompasses PSHE and Citizenship as well as Relationship and Sex Education, drugs education, bullying awareness, safety, civic rights, duties and responsibilities and developing thinking skills.

It seeks to educate the whole person: spiritually, intellectually, morally, emotionally, psychologically, and physically towards Christian maturity.

Reasonable Adjustments

Necessary adjustments will be made to the physical environment, policy and procedures that will enable disabled staff, pupils and members of the community to take full advantage of the facilities and opportunities that their disability allows. The main strategies to bring about reasonable adjustments in the next three years are described in the Disability Access Plan. Adjustments are made, however on an individual basis according to need, by working collaboratively with disabled persons and/or their parents. In deciding whether an adjustment is reasonable the following factors will be taken into consideration:

- The extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- The practicality of the adjustment
- Financial implications

Contractors & Procurement

Catering staff and other school staff are aware of children with diabetes, dietary needs and food allergies. This information is clearly displayed in the school office, kitchen, copies are kept in the medical file and shared with staff early in the Autumn Term and when updated.

All contractors working on site will be made aware of the impact work in progress might have on disabled pupils, staff and visitors.

Information, Performance and Evidence

New pupils and members of staff will be asked to indicate any disability on their application form. Pupils and staff will be appropriately supported through their studies/employment for example through additional ICT equipment, large type or placement with suitable support staff. Where a disability has been declared by a successful applicant it will be recorded and the progress and/or development of the individual monitored to ensure the disability does not have a negative impact on their progress through their studies or during their employment. This is in line with the schools Equality Policy.

Pupil Achievement

There are high expectations of all pupils. All pupils have records of achievement, all children are celebrated in Celebration Assemblies, displays, class assemblies and on the school blog.

Learning Opportunities

All pupils are able to access all learning opportunities. Extra curricular clubs and visits are supported with additional equipment, resources or staff where required.

Admissions, Transitions, Exclusions and Provision

Policies are in place for these areas.

Social Relationships

The school vision actively promotes treating everyone as an individual. For further details refer to RSHE, Equality, Disability and Behaviour Policies.

Employing, promoting and training disabled staff

Information through the recruitment process will be collected by encouraging disclosure of disability.

Impact Assessment

Methods will include:

- Feedback from staff, pupils with a disability and their parents and/or carers.
- School's Access Audit to be completed every three years
- The increase in participation of pupils with a disability in out of school activities.
- Monitoring of achievement of pupils with a disability

Reviewing/Monitoring

The Governing Body will review the policy. The policy must be reviewed and publicly commented upon each year and revised at least every three years.

The school's Disability Action plan will be reviewed every three years.
The Disability Policy will be reviewed every year.

Next Review Date: September 2023

Disability Access Plan 2021-2023

Target	Tasks	Time	Resources	Who?	Monitoring
Short Term					
<i>Access to Curriculum</i> Create effective learning environments for all utilising feedback from pupil groups	- Reinforce responsibilities of all teachers as outlined in the SEND Policy - Circulate Non Negotiables/Expectations for QFT to all teaching staff. - Seek issues and feedback from staff, pupil and parents - Review PE, Science and RSHE Curriculum annually - Review policies supporting inclusion annually i.e. SEND Policy, Disability Action Plan, Equality Policy	Ongoing	Staff Meeting/ SENDCO Time	SENDCO All staff	SENDCo through lesson observation, feedback and work sampling. SLT and Governors PE Co-ordinator – JC
<i>Communication with children, parents, staff</i>	- Improve delivery of information to parents with disabilities as required - Identify sources of support for communicating with parents using braille etc as and where required	2021+	SENDCo Time As/Where Required	GH LA	HT
<i>Access to wider curriculum</i> Increase participation in school activities	- Audit participation in extra-curricular activities and identify any barriers through Pupil Voice surveys - Ensure school activities are accessible to all students. - Investigate TA flexibility to cover extracurricular activities if needed	2021+	Priorities DA/SEND children External Coaches	PE Lead	Leadership Team Governors SENDCO
<i>Premises</i> Increase site access to meet diverse needs of pupils, staff, parents	- Review individual provision maps to ensure accessibility for all pupils on termly basis - Improve carpeting/flooring to reduce sensory overload - Improve lighting throughout the school to use of LED lighting to reduce sensory overload	Autumn 2021	SENDCo Time HT	Site Manager	SLT and Governors
Medium Term					
<i>Premises</i> Increase site access to meet diverse needs of pupils, staff, parents	- Fit changing tables into disabled access toilet and FS Unit - Make toilet with disabled access more child-friendly (pictures, visual prompts for hand washing etc...)	During scheduled refurbishment	HT	Site Manager	SLT and Governors
Long Term					
<i>Premises</i> Increase site access to meet diverse needs of pupils, staff, parents	- Fit wheelchair ramp to the staircase in the school hall to enable disabled access - When classrooms are refurbished, tailor colour scheme and lighting to support those with sensory needs - Development of sensory space in both KS1 and KS1 areas of building to support learners with ASD - Purchase new blinds in all classrooms	During scheduled refurbishment	HT SENDCO	Site Manager	SLT and Governors

