



**CHARLESWORTH SCHOOL**  
*...from tiny acorns great oaks grow*

# Disability Equality Scheme



## Rationale

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity. The school aims to ensure that pupils with disability are able to move round the school building freely and without hindrance.

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life. We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In response to the Access Audit undertaken we have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school. The plan is available on the school website and will be reviewed July 2018.

## **Aims and Objectives**

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To work with other schools to share good practice in order to improve this policy.

## **Roles and Responsibilities**

### **The Governing Body**

The Governing body has:

- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- A duty to comply with the Disability Discrimination Act 1995; with the Disability Rights Commission Code of Practice (2002); the Equality Act 2010 and use the Equality Act Advice published May 2014
- A duty under the Disability Discrimination Act (as amended by the SENDA) to publish an Accessibility Plan
- The responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- A duty to respect the child's and parents right to confidentiality;
- The responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- The responsibility for ensuring that the school complies with all equalities legislation
- Nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- The Responsibility for the effective implementation, monitoring and evaluation of this policy

### **The Headteacher**

The Headteacher is responsible for ensuring the implementation of this policy and will therefore will:

- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Oversee the implementation of the policy, Scheme and Plan;
- Annually review and adjust the Accessibility Action Plan;
- Organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Report to the Governing Body on the procedures in place for school personnel with disabilities;
- Inform the Governing Body on the training programme for school personnel;
- Monitor the effectiveness of this policy and the Accessibility Plan;
- Annually report to the Governing Body on the success and development of this policy

### **Role of School Personnel**

Disability equality as with all the duties outlined in the Equalities Act (2010) is the responsibility of all people in the school community. Staff will comply with all aspects of this policy and;

- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community

### **Role of Pupils**

Pupils will:

- Be aware of and comply with this policy;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Treat others, their work and equipment with respect;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Take part in questionnaires and surveys

### **Role of Parents/Carers**

Parents/carers will:

- Be aware of and comply with this policy;
- Be asked to take part periodic surveys conducted by the school;
- Support the school Code of Conduct and guidance necessary to ensure smooth running of the school

### **Monitoring the Effectiveness of the Policy**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

The practical application of this policy will be reviewed every three years alongside the Accessibility Plan to ensure that it is being effectively delivered and reasonable adjustments have been made to remove barriers to access for disabled people.



