



**South Hiendley Junior, Infant  
&  
Early Years School**

**Disability Equality  
Policy**

Date: January 2017

Review Date: January 2019

## **Introduction**

South Hiendley Junior, Infant and Early Years School welcomes its general responsibilities under the new Disability Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;

take steps to take account of a disabled person's impairments even where that involves treating the disabled person more favourable than other people.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

## **School Ethos, Vision & Values**

At South Hiendley Junior, Infant and Early Years School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the "social model" of disability, 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.

## **Definition of Disability**

The Disability Discrimination Act 1995 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'.

According to the Disability Discrimination Act, impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more 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 and perception of the risk or physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

### **How Disabled People have been involved in the Scheme**

South Hiendley Junior, Infant and Early Years School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

Disabled pupils:

- We have identified our disabled pupils.
- We have encouraged our disabled pupils to participate in informal events both in school and with external agencies.
- We have held informal discussions with our disabled pupils. The key issues identified by our pupils were: being able to hear in all areas of school, having an area to calm down in / a quiet area which doesn't have other children but is not thought of as a 'naughty' place.

Actions

- To develop a calm zone in school.
- To ensure pupils with needs sit in appropriate places in all school activities.
- To ensure that ASD pupils have access to their ear defenders when needed.
- To identify an indoor area for children who cannot always play outside.

### **Disabled staff:**

We have asked all staff to identify barriers that affect them and how we can plan to overcome them.

The key issues identified by our school staff were: steps leading to classrooms, doors in corridors, the temperature in Year 5 and 6 is sometimes too high.

Action plan priorities

- To monitor the temperature in Years 5 and 6 and adjust the heating as required.

**Disabled parents/carers:**

We have sought the views of parents to identify barriers and how we can improve to meet their needs.

The key issue identified by our parents/carers was car parking.

Action plan priorities

- Further promote Travel Plan and walking to school.
- To develop a store of spare uniform, PE kit, swimming to avoid any parent including those with disability from having to make an additional trip to school if kit is forgotten.

**Pupil Achievement:**

Data is collected for all pupils from entry in LFS to Year 6. Additional advice and data will be collected for disabled pupils from external agencies who work with and support our disabled pupils.

**Learning Opportunities:**

We ensure that all pupils within school have the same learning opportunities and reasonable adjustments will be made to ensure that no pupil is disadvantaged. In some incidences we recognise the need to positively discriminate towards disabled pupils. For example - provision of appropriate PE resources, enabling pupils with physical disabilities to enter school earlier in order to avoid the congestion at the school entrances.

**Admissions, Transitions, Exclusions:**

- Children with disabilities are not over represented in school's exclusion figures.
- Reasonable enquiries are made during school admission procedures. All newly admitted children entering school after UFS starting date complete an admissions information form and have a meeting with the headteacher.
- School has a transition policy and procedures which cover all Key Stages in school and ensures that relevant information is communicated.

**Social Relationships:**

School recognises the need to promote social relationships between disabled pupils and also non-disabled pupils. We do this by:

- Implementing the SEAL strategy.
- Addressing disability through assemblies, Circle Times and Ask-It sessions, literature throughout school.
- Attending disabled activities hosted by other schools.

### **Employing, Promoting and Training Disabled Staff:**

At present there are no disabled staff employed within school and this at present does not fully represent the school community. When appointing new staff this is an area in which school may need to take advice from Human Resources, Wakefield County Council.

### **How we will assess the impact of our policies?**

The Governing Body will monitor the impact of our policies by:

- Reviewing and evaluating the scheme bi-annually and feeding back to full governing body.
- Health and Safety walks of the school to determine other priorities for development.
- To analyse parent, pupil and staff annual questionnaires to identify priorities.
- Using feedback from stakeholders.
- Monitoring the participation of disabled pupils in school activities.
- Monitor the provision and support of any disabled pupils in school.
- Analyse achievement and progress of disabled pupils.

We recognise that all our policies may have an impact on the participation and outcomes for disabled pupils, parents / carers, staff and members of the local community.

Our scheme will be reviewed and revised after a period of 2 years.

Review Date: Jan 2017

Next Review date: Jan 2019

Senior Member of Staff Responsible: Lisa Corson

Chair of Governors: Matt Turton