

DARRICK WOOD SCHOOL DISABILITY EQUALITY POLICY

Reviewed: September 2016

Agreed: November 2016

Next Review Due: September 2018

Person Responsible: Ms C Wilson-Hooper

MISSION STATEMENT:

Darrick Wood School is committed to ensuring equal treatment of all its employees, students and any others involved in the School Community. We will ensure that anyone with a disability is not treated less favourably in any procedures, practices or aspects of School life.

Customer Goal:

To be a School that will not tolerate harassment of people based on a disability.

Curriculum Goal:

To provide a curriculum that provides equal opportunities for students with disabilities and raises awareness of disability issues.

Community Goal:

To encourage all students and staff to contribute positively to a society where all are valued, regardless of disability.

Quality Goal:

To monitor all aspects of School life to ensure that having a disability is not a barrier to success.

The Equality Act 2010

The 2010 Act provides a single, consolidated source of discrimination law, which states that schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief or sexual orientation. The School recognises that under the Act we should have due regard to the need to:

- eliminate unlawful disability discrimination
- eliminate disability related harassment
- promote equality of opportunity for disabled people and others
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than others

This policy should be read in conjunction with the School's policies for equal opportunities, gender equality, race equality and special educational needs.

Definition of Disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least 12 months.

School Context

Promoting disability equality and raising the achievement of disabled students is the responsibility of the whole School staff.

The School occupies a site comprising six main buildings, all of which were purpose built for School use. Our commitment to tackling disability discrimination and promoting equality of opportunity underpins our procedures and planning at all levels. We have made adjustments to our premises as a result of having a number of wheelchair bound students in recent years e.g. the provision of a slope into the sports hall and upgrading of toilets. There is level access to all buildings with toilets for the disabled and a lift where there are upper floors.

Roles and Responsibilities; putting policy into practice

The School has an excellent track record in its provision and in the achievement of students with a disability e.g. students who are dyslexic, wheelchair bound or members of the Deaf Centre. The School will therefore continue to:

- Monitor the attainment and progress of disabled students – Achievement Co-ordinators.
- Ensure that disabled students are supported and have appropriate resources – Access Co-ordinators.
- Ensure that disabled students are provided with appropriate aids in tests and examinations to enable them to demonstrate their achievement – Access Co-ordinators.
- Ensure that disabled students have access to appropriate progression routes at 14, 16 and 18 – Access Co-ordinators.
- Ensure that disabled students can participate in extra-curricular activities – Deputy Head Teacher extended school.
- Ensure that disabled students are not victims of bullying or harassment – Achievement Co-ordinators.
- To maximise access, ensure that the need of the disabled are fully considered when improvement to the buildings and site are planned – Governing Body.
- Ensure that disabled students' views are consulted – Assistant Head Teacher pupil voice.
- Ensure that disabled parents are supported to access information about their child's progress at the School – Deputy Head Teachers.
- Interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities – Head Teacher.
- Should an employee become disabled, make every effort to ensure they stay in employment – Head Teacher.
- Ensure all employees and students develop the appropriate level of disability awareness needed to make all commitments work – Head Teacher/ Assistant Head Teacher CPD.

See also Appendix: Disability Equality Action Plan

Breaches of the Policy

It will be for the Head Teacher in consultation with other relevant staff to decide on an appropriate response to any breach of the policy depending on circumstances and seriousness. This may include amongst other actions:

- formal or informal warnings (under the School's Behaviour Policy or similar)
- use of the Inclusion Centre or exclusion
- involvement of Governors

Monitoring, Assessing and Reviewing the Policy

The School will monitor the impact of this Policy on students, parents and staff. The Head Teacher will report on implementation of the policy to the Governing Body each year.