

# English Bicknor C of E V.C. Primary School

## Disability, Race and Gender Equality Policy



### Purpose

English Bicknor C of E Primary School is committed to promoting equality for all. This statement represents the duties of the Governing Body to promote equality for people with a disability. The Governing Body recognises that the school must take positive action to prohibit all forms of illegal discrimination. This obligation is towards staff, students and others associated with the school (e.g. parents, users of the premises, visitors). The Governing Body aims not to treat people with a disability using the school's services less favourably than all others as far as is reasonably practicable. In preparing and developing the Plan the governors will have regard to any national guidance and any guidance from the local authority.

### Aims:

The school's aims are to:

- promote equality of opportunity;
- eliminate unlawful discrimination;
- eliminate disability-related harassment;
- promote positive attitudes towards people with a disability;
- encourage people with a disability to participate in public life and take steps to take into account people's disabilities, even where that involves more favourable treatment.

### Definition of Disability

The Disability Discrimination Act (DDA) defines a person with a disability 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'.

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial';
- 'long term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined above.

The Disability Discrimination Act also covers those with:

- severe disfigurements;
- impairments controlled or corrected by the use of medication, prostheses, an aid or otherwise;
- progressive symptomatic conditions;
- a history of impairment;
- and children under the age of 6 with impairments which, in an older person, would result in that person being covered.
- Since December 2005 persons with HIV, cancer and multiple sclerosis are also covered at the point of diagnosis. But **excluded** are those with:
  - an addiction to or dependency on: nicotine, tobacco, or other non-prescribed drugs or substances;
  - seasonal allergic rhinitis (hay fever); and
  - certain mental illnesses with anti-social consequences.

### Accessibility Plans

The Governing Body's Accessibility Plan follows the local authority's guidelines and aims, as far as is reasonably practicable, to:

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- enable staff with a disability to have access to premises and facilities that they need for their contracted duties;
- ensure that the needs of visitors with a disability are taken into account;
- increase the extent to which students with a disability can participate in the school curriculum;
- improve the physical environment of the school in order to enable pupils with a disability to take education and associated services;
- improve the delivery to students with a disability, within a reasonable time and in ways which are determined after taking into account their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for students who are not disabled.

### Unlawful Discrimination

The school will ensure that discrimination is prohibited in:

- the selection and appointment and promotion arrangements for staff;
- staff conditions of service;
- staff training;
- the arrangements for determining student admissions;
- the terms on which admission is offered;
- refusing or deliberately omitting to accept an admission application;
- provision of education or associated services (including educational visits and extra-curricular activities);
- exclusions;
- victimisation and harassment;
- failing to take steps to ensure that pupils with a disability are not placed at a substantial disadvantage in comparison with all other pupils in the arrangements for determining admission to school and in relation to the provision of education and associated services. However, alterations to buildings and the provision of auxiliary aids and services are not required under this law.

### Pupils:

The school is required to make, under the terms of the Special Educational Needs and Disability Discrimination Act 2005:

- improvements in access to the curriculum for students with a disability;
- physical improvements to increase access to education and associated services (e.g. extra-curricular activities); and
- improvements in the provision of information in a range of formats for students with a disability.

The school aims, within the constraints of resources available, to enable each student to fulfill his/her potential, within an educational programme that has development of the whole person at its core.

The school will make 'reasonable adjustments' for students with disabilities, to enable them to have access as far as is reasonably practicable to the school premises, facilities, curriculum and associated services. The school will examine each disability case to determine the best adjustments that can be made to accommodate the needs of students with a disability. Pupils with a disability are identified through the completion of pupil detail forms by parents/carers prior to admission. In addition, the Reception teacher and the SENDCo gather relevant information on pupils with a disability through regular liaison visits to feeder pre-school settings prior to transfer. As appropriate, Education, Health and Care Plans are completed, usually by the class teacher and the SENDCo. Progress is monitored to assess whether or not further adjustments/new measures are necessary.

There is an additional requirement for schools to explore whether or not students with behaviour issues may or may not have an underlying disability leading to this. For example, the following may be underlying reasons for poor behaviour:

- mental illness, mental health problems, learning difficulties, dyslexia, diabetes, epilepsy.

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*(NB Behaviour difficulties arising from social and/or domestic circumstances are not covered by the Act. Other school policies cover these areas.)*

### **Staff:**

The school aims, within the constraints of resources available, to ensure that no member of staff with disabilities is less favourably treated in the school's procedures and practices in respect of:

- recruitment, performance management, promotion, staff development, teaching environment and access to the premises.

### **Premises**

The school will ensure that the needs of staff and students with a disability are fully considered in any strategic planning for the development of the school site. When determining the priorities for the use of the annual Capital Grant, the school will take into account the need to make the school site more accessible for staff and students with disability. The school will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a student with a disability to have access to the full teaching and learning of the school. The school will bear in mind health and safety requirements and the interests of other students in all the above considerations.

### **Discrimination in Admissions**

The Governing Body will ensure that students with a disability are not discriminated against:

- through the criteria they determine for admission to the school, including criteria used where the school is oversubscribed; and
- by refusing, or deliberately not accepting, an application from a person with a disability for admission to school.

### **Transfer into school**

In transfer to the school, additional liaison time is allocated for pupils with a disability and their families to ensure that the pupil's educational needs and this school's requirements are fully understood by staff at the feeder school, parents, and student, and to ensure that the transfer process is effective.

## **TEACHING AND LEARNING**

### **Staff:**

The development needs of staff with a disability will be discussed with the member of staff on a regular basis. Where necessary, support staff time will be allocated, relevant to the needs of the member of staff with a disability. Wherever possible the timetable will be adjusted to reflect the needs of members of staff with a disability. Within the constraints of financial resources the school aims to make adjustments to the premises to enable the member of staff to teach effectively.

### **Harassment:**

The school values each member of staff for their contribution to the school and will seek to ensure that as far as is reasonably practicable no member of staff is disadvantaged by reason of his/her disability. The Governing Body will take positive action against any employee's harassment of another employee. All employees have a duty not to harass other employees on the ground of their disability (or any other grounds recognised by the law), and to report instances of harassment to the Head (or in the case of harassment by the Head, to the Chair of the Governing Body).

### **Pupils:**

In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no student is excluded from learning. Teaching staff will be given, as relevant, advice from appropriate external agencies regarding the learning needs of students with a disability, (such as the Sensory Impairment Services).

### **Off-site Activities**

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The school will ensure as far as reasonably practicable that students and staff with disabilities are given access to off-site activities organised by the school.

### Liaison with Parents

- The governors will report to parents of a disabled child annually on:
- the Accessibility Plan;
- how the Governing Body/SENDCo helps students with disability gain access to the curriculum;
- and what the Governing Body/SENDCo does to ensure fair treatment for students with a disability

Whenever appropriate, information to home will be provided in different formats to take account of disability.

### RESPONSIBILITIES

#### The Governing Body's Duty:

The Governing Body will discharge its responsibilities towards staff, pupils and those using the school's services by ensuring that people with a disability are not treated less favourably in the following aspects as relevant:

- accessibility to the premises and facilities;
- accessibility to the curriculum;
- accessibility of associated educational services;
- training of staff and students;

#### The Headteacher will:

- oversee the implementation of the policy;
- report progress as required to the Governing Body;
- report to the Governing Body on members of staff who have a disability, and the steps taken to ensure that they are not treated less favourably;
- report on staff training issues relevant to the plan
- report to the Governing body on relevant student activities and ensure that reasonable adjustments have been identified and implemented;
- ensure that regular liaison with parents of students with a disability takes place.

All staff have a duty to bring any potential shortcomings or difficulties to the attention of a member of the Senior Leadership Team.

### Links with other policies

This policy should be read in conjunction with the following policies;

Accessibility Plan  
Health and Safety Policy  
SEND Policy  
Safeguarding  
Child Protection  
Behaviour Management

Signed \_\_\_\_\_ Chair of Governors

Date \_\_\_\_\_