



# Severne Primary School

**Disability Equality Scheme**

**Respect • Succeed • Celebrate**



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**Disability Equality Scheme**

**RATIONALE**

The following scheme has been developed in consultation with disabled pupils, staff, parents and members of the school community who use the school facilities.

**CONTEXT**

“A person has a disability if he has a physical or mental impairment which has a substantial or long-term adverse effect on his ability to carry out normal day-to-day activities”

This covers the following categories:

- Mobility
- Physical coordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger

The definition was amended under the 2005 Disability Amendment Act to

- ☑ Include all those with cancer or surviving cancer
- ☑ Include those with HIV or Multiple Sclerosis from the point of diagnosis
- ☑ Remove the requirement for mental impairment to be clinically well recognised

There will be an overlap between those pupils with SEN and those with disabilities.

The Disability Discrimination Act (DDA) 1995 was amended with effect from December 2006 to place a duty on all public bodies to promote disability equality. From 4th December 2006 all secondary schools are required to have in place a Disability Equality Scheme. This must include:

A statement of how disabled pupils, staff, parents and members of the community who may use school facilities have been involved in developing the scheme

An Action Plan detailing the steps the school will take to meet the duty

Arrangements for gathering information about performance of the school on disability equality e.g. pupil achievement, employment and retention of disabled staff

Arrangements for assessing the impact of policies, procedures and practices of the school on disability equality and improving these when necessary

Details of how the school is going to use the information gathered, in particular in reviewing the effectiveness of its action plan and preparing subsequent schemes

The scheme must be reviewed and publicly commented upon each year and revised every three years.

## **AIMS**

The School aims to meet its general duty through:

- Promoting equality of opportunity between disabled persons and other people
- Eliminating discrimination that is unlawful under the Act
- Eliminating the harassment of disabled persons that is related to their disabilities
- Promoting positive attitudes towards disabled persons
- Encouraging participation by disabled persons in public life
- Taking account of disabled persons' disabilities, even where that involves treating disabled persons more favorably than other persons

## **PRACTICE AND PROCEDURES**

In order to ensure the participation of disabled pupils, staff and parents in the annual evaluation and review of the scheme, a confidential disabled register will be kept by the headteacher. Names will be included on this register only with the consent of the individual and will rely on self-identification of disability. This information will not be used for any purpose other than supporting the delivery of the Disability Equality Scheme.

## **MONITORING ARRANGEMENTS**

Evidence will be gathered and analysed on an annual basis as part of the school cycle of self evaluation on the following:

- Achievement at the end of each key stage by pupils with disability
- Recruitment, retention and CPD of disabled staff

## **MANAGEMENT OF THE SCHEME**

This scheme is implemented and managed by the Headteacher. The Governing Body has delegated the oversight, review and update of this its (insert name of the relevant committee).

## **REVIEW AND REVISION OF THE SCHEME**

The scheme will be reviewed annually following consultation with disabled students, staff parents and community members who use the school facilities. The outcome of this review will be presented on the school's website and copies made available on request.

It will be formally revised every three years as part of the governing body's cycle of policy review

## **ASSOCIATED POLICIES**

Equality, Curriculum, Behaviour & Anti-bullying