

## **DISABILITY EQUALITY SCHEME**

### **Disability Discrimination Act 2005**

The general duty of the Disability Discrimination Act 2005 states that in carrying out our functions we should have due regard to the need to:

- eliminate unlawful disability discrimination;
- eliminate disability related harassment;
- promote equality of opportunity between 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 through the provision of differentiated resources (even where that involves treating disabled people more favourable than others).

This scheme outlines how we will fulfil this duty.

### **School's Aims and Values**

At Cator Park School we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability.

The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

We will do this by:

- treating all those within the school community (students, staff, governors, parents or carers and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience
- challenging stereotypical views and learning to value each others differences through the curriculum, in particular Personal, Social, Health and Careers Education (PSHCE) and Religious Education.
- creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices
- encouraging everyone in our school community to gain a positive self image and high self esteem
- having high expectations of everyone involved with the whole school community
- promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly
- identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all
- monitoring evaluating and reviewing all the above to secure continuous improvement in all that we do

### **Roles and responsibilities**

This Disability Equality Scheme links to other specific policies and action plans that the school produces including the School Aims, the School Development Plan, the Special Needs Policy and the Equal Opportunities Policy.

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

An introduction to this Disability Equality Scheme will be included in our induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as Child Protection, Health and Safety and the Behaviour for Learning Policies form part of the induction process.

Our Senior Leadership Team will ensure that all staff are aware of the policy and understand their role and responsibilities in relation to it. The Headteacher will assess and monitor the impact of the scheme and will report outcomes to the Governing Body regularly. Where additional funding is available for raising the achievement of disabled students, the Headteacher will ensure that the additional resources are used appropriately, targeted on the basis of identified need, and that outcomes are monitored.

The Governing Body has agreed this scheme and will assess and monitor its impact annually. One member of the Governing Body will have responsibility for monitoring this policy.

All staff will familiarise themselves with this scheme and know what their responsibilities are in ensuring that it is implemented. Teachers will need to be aware of their responsibilities to ensure that the scheme is implemented. They will know the implications of the scheme for their planning, teaching and learning strategies as well as for behavioural issues.

Students will share in the development of the Disability Equality Scheme and be made aware of how it applies to them. They will learn to treat each other with respect and have the confidence to report incidents of harassment to adults.

Parents and carers will share in the development of the Disability Equality Scheme and be encouraged to participate fully in implementing it within the school – particularly by reinforcing its ethos at home. They will be invited to comment on the scheme and will be updated on progress

### **Training**

All staff and Governors will receive training on the Disability Equality Scheme and their responsibilities under it. All new staff and Governors will have the policy explained to them as part of induction arrangements. All students will be given an overview of the scheme following its formal adoption and their responsibilities.

### **Breach of the policy**

We will ensure that all Governors, staff, students and parents or carers are fully aware of the content of the Disability Equality Scheme and their responsibilities under it. All Governors, staff, students and parents or carers will be expected to abide by the policies and principles set out in the scheme and related policies. All persons covered by the scheme will be aware of their responsibility to report any action that constitutes or could be deemed to constitute a breach of the policy – in the first instance to the Headteacher designated or her representative. It will be for the Headteacher in consultation with other relevant staff to decide on appropriate response to any breach of the scheme depending on circumstances and seriousness. This may include amongst other actions:

- formal or informal warnings (under the School's Behaviour for Learning Policy);
- detention, isolation or exclusion from school ( in the case of students);
- involvement of Governors (in the case of staff).

### **Monitoring, Assessing and Reviewing the Policy**

The school will monitor the impact of this scheme on students, parents, carers and staff. In particular, the school will monitor its impact on the attainment levels of our students. We will collect information about students' performance and progress, analyse it and use it to examine trends. To interpret this information we will also monitor other areas that could have an adverse impact on students' attainment such as:

- Curriculum, teaching and learning (including language and cultural needs) and provision for students with special educational needs and gifted and talented students;
- rewards and sanctions up to and including exclusion;
- attendance;
- parental involvement;
- working with the community;
- support advice and guidance.

Monitoring information will help us to see what progress we are making towards meeting our disability equality aims and targets.

### **Assessing the impact of policies**

We closely monitor the impact of new or significantly amended policies on all our students, parents and carers and members of staff. We will also refine our employee data and our analysis of this. The results will be submitted to Governors.

We will continue to assess the effectiveness of our current policies through existing arrangements for developing and reviewing other school policies. The main questions for assessing the impact of all our school's policies – giving special attention to students' attainment levels – will include the following:

- Do we help all our students to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of students are not achieving as much as they can? Why not?
- How do we explain any differences? Are the explanations justified?
- Does each relevant policy include aims to deal with attainment differences between disabled and non-disabled students? Do our policy aims lead to action to deal with differences that have been identified (for example, extra support for students, or steps to prevent bullying)?

To answer these questions we will consider the following:

- collecting and analysing relevant monitoring and other data;
- talking to parents and carers, students and staff to find out their needs and opinions;
- carrying out surveys or special research.

### **Making the Scheme Available**

We will make this Disability Equality Scheme widely available both within the school community and in the wider community so that all governors, staff, students and parents or carers are aware of it and its contents.

We will do this by:

- formally adopting the policy at a Governing Body meeting and recording this in the minutes;
- distributing the approved scheme to all members of staff and to parents or carers;
- discussing the scheme with students and making sure they know what it means;
- having the scheme on display in the school;
- publishing the scheme on our web site.

January 2009