

## Disability Equality Scheme

Date:

Review Date:

We welcome our responsibilities under Part 5a of the Disability Discrimination Act (DDA) to promote equality of opportunity between disabled and non-disabled people. We believe a disabled person is 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.' (DDA 1995)

It is our duty to prepare and publish a disability equality scheme that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

A working group has been established to develop and monitor the scheme. Representatives are:

- Headteacher:
- Governor/s:
- SENCo:
- Parents:
- A member of School Council:
- A member of non-teaching staff

### School Ethos, Vision and Values

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

### Procedure

The following strategy has been devised by the working group to fully integrate disabled people into this school.

<b>Needs Analysis</b>	<ul style="list-style-type: none"><li>• We have undertaken a needs analysis and identified the following points about the school building plus other issues that need to be taken into account:<ul style="list-style-type: none"><li>▪</li></ul></li></ul>
<b>School Curriculum</b>	<ul style="list-style-type: none"><li>• We have identified the following that will increase the extent to which disabled pupils can fully participate in</li></ul>

**Name of School**

	<p>curriculum that the school provides:</p> <ul style="list-style-type: none"> <li>▪</li> </ul>
<b>Physical Environment</b>	<ul style="list-style-type: none"> <li>• We have identified the following improvements to the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers: <ul style="list-style-type: none"> <li>▪</li> </ul> </li> </ul>
<b>Written Information</b>	<ul style="list-style-type: none"> <li>• We have identified the following improvements to communicating written information to disabled people: <ul style="list-style-type: none"> <li>▪</li> </ul> </li> </ul>
<b>Promoting Understanding</b>	<ul style="list-style-type: none"> <li>• We will help pupils to recognise, understand and learn how to treat people with disabilities by: <ul style="list-style-type: none"> <li>▪ identifying different kinds of disabilities</li> <li>▪ visualizing what it might feel like to be disabled</li> <li>▪ supporting and interacting with disabled people</li> <li>▪ empathising</li> </ul> </li> </ul>
<b>Links with Parents</b>	<ul style="list-style-type: none"> <li>• We believe we have in place good lines of communication namely: <ul style="list-style-type: none"> <li>▪ newsletters</li> <li>▪ weekly information letters</li> <li>▪ school website</li> <li>▪ annual pupil reports</li> <li>▪ termly parent-teacher consultations</li> <li>▪ curriculum evenings</li> <li>▪ PTA events</li> </ul> </li> </ul>
<b>Extra Curricular Activities</b>	<ul style="list-style-type: none"> <li>• We have identified the following improvements to our programme of extra-curricular activities that will be to the benefit of our disabled pupils: <ul style="list-style-type: none"> <li>▪</li> </ul> </li> </ul>
<b>Extended Schools Provision</b>	<ul style="list-style-type: none"> <li>• We have identified the following improvements to our provision of courses for adults and families who have particular needs in the community: <ul style="list-style-type: none"> <li>▪</li> </ul> </li> </ul>
<b>Staff Training</b>	<ul style="list-style-type: none"> <li>• The following programme of identified staff training has been organised: <ul style="list-style-type: none"> <li>▪</li> </ul> </li> </ul>
<b>Single Integrated</b>	<ul style="list-style-type: none"> <li>• We acknowledge that all priorities of SIDP that relate to the curriculum, personnel or the environment must link</li> </ul>

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<b>Development Plan</b>	with our responsibilities of the DDA.
<b>Monitoring</b>	<ul style="list-style-type: none"><li>• We believe this scheme will be effective only if we ensure consistency across the school by regular monitoring.</li></ul>

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	