

Petworth CofE Primary School

Disability Policy



Reviewed:	December 2020
Next Review:	December 2022
Person Responsible:	Laura Sandon-Webb

This document relates directly to the key duties of the SEN and Disability Act 2001 which extended the Disability Discrimination Act 1995 to cover education, being extended to The Equality Act, 2010. The key principles are:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils. This document also relates to the schools adherence to the three principles set out in the National Curriculum Inclusion Statement:
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Disability Equality Scheme

At Petworth CofE Primary School we endeavour to ensure equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

Definition of Disability

A disabled person (child or adult) 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.

- A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health condition such as diabetes, and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- Substantial means more than minor or trivial.
- Long- term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- Normal day-to-day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the

treatment should be disregarded and the impairment is taken to have the effect if it would have had without the treatment. Some people are automatically deemed to have a disability covered by the Act – those with HIV, cancer, MS, and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons – This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- Encourage participation by disabled persons in public life – it is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons. (DDA 2005 S.494A)

How we will meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

Involvement of disabled people in developing the school The school has invited comments from the local authority along with parents and relatives with their observation of any accessibility issues when visiting the school, for example fete, bazaars, Christmas shows etc. Please refer to the schools accessibility plan for further details.

Identification of need

The school's enrolment form invites parents to submit information on any issue that may impact on the child's learning. Information which is of a highly confidential nature will be kept separately and be disclosed to the Headteacher.

- As a result of information given, children may be included on the inclusion register.
- Those parents/carers who have accessibility issues, the school will make every opportunity to arrange home visits/telephone/email links.
- Children who have a disability or a form of family circumstance that may impair progress will be tracked using the schools inclusion procedures.
- The school will monitor participation in out of school clubs against the inclusion lists.

Equal opportunities

We will aim to ensure that all children will have an equal opportunity to explore their potential regardless of gender, ability, cultural or religious background with reference to our school's equal opportunities policy.

Related Policies

As the school actively promotes the ethos that children, regardless of their disability, should play an active role in society, education should not isolate the individual. The ethos in the Teaching and Learning and the Behaviour policy, support positive encouragement for all. The SEN and Inclusion policy supports equal opportunities. The PSCHE scheme of learning promotes positive values as well as the school's collective worship.