

# **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL** **OTLEY, A VOLUNTARY ACADEMY**

## **DISABILITY EQUALITY SCHEME**

### **ETHOS STATEMENT**

St. Joseph's Catholic Primary School was founded by the Catholic Church to provide education for baptised Catholic children. The school is run by its governing body as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government and seeks at all times to be a witness to Jesus Christ.

### **MISSION STATEMENT**

**This school exists for its pupils – to help their spiritual, mental, emotional, physical and social development.**

**This Catholic School is to provide an education, which has Christ at its centre.**

Our Catholic school promotes self-motivation and the well-being of all individuals within the community.

St Joseph's Disability Equality Scheme (incorporating the Equality and Accessibility Plan) 2012 – 2013

### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

### **The DDA 2005 has also extended the definition of disability as follows:**

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed to be disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

## **The Duty**

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

## **St Joseph's Catholic Primary School recognises and is committed to its duty under the DDA (DED)**

Compliance with the DDA is consistent with the school's Mission Statement and Equality policies and the operation of the school's SEN policy;

### **Equality and Accessibility Plan 2012 – 2013**

#### **St Joseph's Catholic Primary will:**

- not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not treat disabled pupils less favourably
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- publish this Plan in our prospectus and on our website [www.stjosephsotley.org.uk](http://www.stjosephsotley.org.uk)

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Additionally we will:**

### **Promote equality of opportunity between disabled people and other people.**

- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning.

### **Eliminate discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.**

- Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
- If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.

### **Promote positive attitudes towards disabled people.**

- Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
- Celebrate and highlight key events such as the Paralympics

### **Encourage participation in public life by disabled people.**

- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

### **Education & related activities**

- The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- The school will endeavour to ensure that teachers and teaching assistants have the necessary training and information to teach and support disabled pupils as and when required.
- The school will ensure all staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work.
- The school will endeavour to ensure PE and Sporting Activities involve all pupils
- The school will endeavour to provide ICT appropriate for children with disabilities. Where necessary involve ICT Specialists/Occupational therapists and arrange individual ICT assessment. The school will act on assessments to provide additional ICT equipment if required.

- The school will endeavour to ensure school visits are made accessible to pupils irrespective of attainment or disability. Forward planning will be required and where possible, visits will be planned with their needs in mind. It may be impossible e.g. Outdoor pursuits but alternative arrangements will be made to dovetail with activities peers are undertaking pupils with disabilities to be included in all trips. However Health and Safety Issues may take precedence in certain areas e.g. behaviour.
- The school will endeavour to ensure all areas of the curriculum are as accessible to people with disabilities as possible. Pupils with disabilities are to have the maximum access to the curriculum possible
- The school will endeavour to ensure access to as many after school / dinnertime activities as possible and to provide alternatives if necessary. Forward planning will be required and where possible visits are planned with their needs in mind. It may be difficult but alternative arrangements can be made to dovetail with activities peers are undertaking
- The school will endeavour to continue to further develop collaborative learning and peer tutoring. The best resource in our school is the pupils. Involving them in pairing with pupils of different abilities and groups eg the current buddy system will benefit all parties
- The SENCO is responsible for co-ordinating the above and will work closely with the whole Staff to ensure that children are included.

### **Physical environment**

We have level access through the main door and Reception and KS1 doors. Additionally we have level access directly through the hall via the KS2 playground for performances.

Future premises developments will be planned by the Governors and professional advisers and will take account of the staff, pupils and visitors with physical difficulties and sensory impairments.

### **Provision of information**

The school will make itself aware of local services, including those provided through the Trust, for providing information in alternative formats when required or requested.

### **Monitoring**

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The Head Teacher and SEN Governor will monitor and evaluate this scheme annually.

The following will be particularly monitored by the Governors Pupil Support Committee:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

June 2013 for consultation with stakeholders.

(To be taken to Governing Body in Autumn 2013).

Other Relevant Policies:

RE Policy

SEN Policy

Equality and Diversity (School) Policy

Equality and Diversity (School based Staff) Policy

Asthma Policy

Epipen Policy

Epilepsy Policy

Diabetes Policy

Medicine in School Statement

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