

DISABILITY EQUALITY

INTRODUCTION

This policy is intended for staff, parents, governors and any other persons concerned with disability equality at The Saints Federation. The Saints Federation recognises it has a duty to safeguard and promote the wellbeing of all children in its care. The Executive headteacher and governors are responsible for monitoring.

MISSION STATEMENT

The Saints Federation recognises that each child is an individual; that all children are creative, that all children need to succeed in achieving their potential therefore, the federation respects the individual needs of children, fosters a caring and creative environment with Christian values, rich in learning opportunities emphasising the spiritual, moral, intellectual, social, emotional and physical development of each child.

The mission statement applies to all children including those defined as 'disabled'. The definition of 'disabled' from the disability discrimination is

“... THOSE WHO HAVE 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.”

AIMS

Through its disability equality scheme The Saints Federation aims to

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- To take steps to meet disabled people's needs, even if this requires more favourable treatment.

This policy explains how the school meets these responsibilities and includes an accessibility action plan to make further improvements in the future (appendix1).

PROCEDURES TO ENSURE ACHIEVEMENTS OF ALL DISABLED PUPILS

The Saints Federation recognises that individuals have different strengths and weaknesses. The federation believes all are equal members of the school community with valuable assets to contribute, who deserve respect and nurture.

Regular awareness to raise the definition of disability takes place with pupils, staff, parents/carers, governors and other school users. This is done through the monthly newsletter, half term class letters, home and school books, questionnaires and emails.

In pre-transfer interviews before starting at The Saints Federation parents are consulted as to how their child's needs can be best met. Home, preschool or nursery visits also take place to ensure

details of children's disabilities are discussed and detailed transfer plans are drawn up in consultation with parents, teaching staff and outside agencies.

All preparation, planning and assessment of teaching and learning takes into account the requirements of children's disabilities with reasonable adjustment made in areas such as differentiation of resourcing or learning style.

The Federation's pupil tracking systems monitors the attainment and progress of all children and individual targets are set in response. Support plans are drawn up in consultation with pupil, parent/carer and outside agencies if appropriate. The emotional care of all pupils is high priority across the Federation.

Children with disabilities are able to access special arrangements for SATs should they meet the statutory criteria for extra time, a reader or scribe. The Federation promotes and monitors access for children with disabilities on all school visits, social events and residential trips. Individual risk assessments are compiled to facilitate positive inclusion. Children with disabilities are represented in positions of responsibility such as the school council.

Intervention programmes, extra support visits and informal liaison meetings are arranged to foster successful transfer to secondary school and other establishments.

RECRUITMENT, DEVELOPMENT AND RETENTION OF DISABLED EMPLOYEES

Following Norfolk County Council employment systems, at recruitment, staff are asked to disclose details of any disability on the confidential pre-employment form. Screening is then undertaken and a fitness for work grading given. Staff are aware that they should raise issues with the Executive Headteacher or senior teacher during the year. Staff are consulted as to whether there are any new circumstances that they would like to discuss at performance management annual reviews.

Governors will be asked when they take up their post whether there are any disabilities that they wish to disclose in order that the school may make reasonable adjustments necessary.

THIS POLICY ADHERES TO SINGLE EQUALITY STATUS (INCLUDING LOOKED AFTER, SPECIAL EDUCATIONAL NEEDS AND GIFTED AND TALENTED PUPILS), ASSESSMENT, CONFIDENTIALITY, HEALTH AND SAFETY AND SAFEGUARDING.

LAST REVIEW: SEPTEMBER 2021

NEXT REVIEW: SEPTEMBER 2022