



# The Orchards Primary Academy

## Disability Equality Policy

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## Disability Equality Policy

### Rationale

The Orchards Primary Academy is committed to ensuring equal treatment of all its pupils, employees and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practices and service delivery.

### Aims

We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. The achievement of children with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school. This scheme should be read in conjunction with our Equality, Accessibility Policy, SEND etc

### **The Disability Discrimination Act 2005 (DDA)**

A disabled person is defined 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’.

This definition of disabled covers the following categories:-

- Mobility
  - Physical co-ordination
  - Manual dexterity
  - Continence
  - Ability to lift, carry or otherwise move everyday objects
  - Memory or ability to learn, concentrate or understand
  - Perception of risk or physical danger
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- 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 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.

### **Disability Equality Duty (DED)**

At The Orchards Primary Academy, we will actively seek to:

- Promote equality of opportunity between people with disabilities and other persons. Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of people with disabilities that is related to their disabilities.
- Promote positive attitudes towards people with disabilities.
- Encourage participation by people with disabilities in public life. It is also important to respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of the different disabilities that people have, even where that involves treating disabled persons more favourably than other persons.

This general duty applies to all pupils with disabilities, all staff and those using services provided by The Orchards Academy.

### **Developing a Scheme**

At the Orchards Primary Academy, in order to develop a scheme, we will include the following specific actions to meet the general duties of The Disability Equality Duty (DED):

- Involve the views of adults and pupils with disabilities in the school community through a range of ways, such as Parent Consultations, reviewing Individual Education Plans. An analysis of school disability data, surveys and services from the Local Authority or Specialist organisations will prove useful.
- Develop a voice for all at school with disabilities by including their input in meetings, the use of School Parliament, PSHCE lessons, assemblies and agenda items for Governors to discuss.
- Encourage participation in public and community life by all with disabilities through ensuring there is equal representation in school assemblies, performances, sports activities, School Parliament and the Local Governing Body.
- Eliminate harassment and bullying of disabled people by complying with the school anti-bullying policy.
- Promote positive attitudes towards people with disabilities through ensuring displays, resources and curriculum content reflect diversity and promote difference. The use of outside agencies to support staff training on diversity should be considered and using newsletters and web pages to promote policies.
- Remove the barriers to learning, where possible, for disabled pupils through staff adapting resources/techniques to ensure equal access to curricular and extra-curricular activities, including trips and after school clubs. The Teaching and Learning Policy and delivery of the curriculum will reflect provision for disabled pupils. SATS arrangements will take into account disabled pupils' needs and follow statutory

requirements. Strong links with outside agencies will be fostered to ensure that staff receive the appropriate training and know methods to remove the barriers to learning. An access building plan will be reviewed in order that all reasonable adjustments can be made to accommodate disabled pupils.