



Disability Equality Policy

Doc reference: **MP/0003** Issue: **1** Supersedes: **None, first issue** Status: **Approved** Produced on: **15 Jan. 18**

Document type: **Miscellaneous Policy** Author: **Sue Tickle** Pages: **6**

Summary:

This is a policy for Disability Equality.

Approved:

Date:

Reviewed:

Dates:

0 DOCUMENT CONTROL

0.1 Contents List

0 Document control 2

 0.1 Contents List 2

 0.2 Document Cross References 2

 0.3 Changes Forecast..... 2

 0.4 Changes from Previous Issue 2

1 Overview 3

2 Objectives 3

3 Strategies 3

4 Outcomes 4

5 Equality 4

6 Safeguarding 4

0.2 Document Cross References

Ref1	TBS	HPS Documents Index	
Ref2	MP/0002	HPS Documents Template	Chris Neale

0.3 Changes Forecast

- 1. None

0.4 Changes from Previous Issue

Issue 1: This is a new policy, based on a Tameside model policy.

1 OVERVIEW

Our commitment to meeting our duty under the provisions of the Disability and Discrimination Act 2006 will underpin all that we do in Hollingworth Primary School. All will be treated equally.

Hollingworth Primary School will work hard to meet the individual needs of all, including those with a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. We will anticipate the needs of those with disability and make reasonable adjustments to ensure that their needs are met to give them access to all aspects of the school's life. All members of the school community will be involved and consulted in the process of implementing our statutory duty.

2 OBJECTIVES

- To ensure that all learners receive their entitlement to a broad, balanced and relevant curriculum.
- To ensure that provision for learners with disability is central to curriculum planning, teaching and learning.
- To recognise, celebrate and record learners' achievements, progress and successes in order to encourage a positive self-image.
- To ensure that those with management responsibility and individual staff accept responsibility for planning, organisation and delivery of appropriate educational material to pupils' disability.
- To ensure that learners and parents are fully involved at every stage in the provision made by the school.
- We are constantly working towards increasing the extent to which those with disability can participate fully in the curriculum and in extended schooling curricular activities.
- To improve the physical environment so that all can take advantage of all the services and education provided by the school.
- To improve the access and delivery of information to those with disadvantage that would normally be provided in writing to other members of the school community.

3 STRATEGIES

- Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school give all learners access to the whole curriculum.
- Parents will be involved and consulted about the provision being offered by the school.
- The Special Educational Needs Coordinator will be responsible for the identification and assessment of the specific educational needs and a procedure will be put into place to ensure effective liaison with appropriate support agencies and outside agencies.
- The assessment of disability will be diagnostic in nature and constructive in practice, with appropriate involvement of parents and relevant members of staff.
- INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials.
- A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and production of materials in subject areas and specific advice to subject staff.

- Active participation of parents in the teaching and learning process will be encouraged.
- The positive achievements of pupils will be celebrated and recognised.
- Learners with EHCP's will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

4 OUTCOMES

This Policy will play an important part in the educational development of individual pupils. It will ensure that pupils with disability are treated as favourably as others and that the school will make reasonable adjustments to avoid disadvantaging disabled pupils. Pupils with disability will be treated as equal and valued members of the school community.

5 EQUALITY

This policy is linked to our Equality Policy which, in part, states that:

- At our school we will continuously strive to ensure that everyone is treated with respect and dignity.
- Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

This we will do by:

- Treating all those within the school community (e.g. pupils, staff, governors, parents and the outside community) as individuals with their own particular abilities, beliefs, challenges, attitudes and backgrounds.
- Maintaining a school ethos which promotes equality, develops understanding and challenges, myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone in our school community to gain a positive self image and high esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

6 SAFEGUARDING

Hollingworth Primary School will always work to:

- Protect our children from maltreatment
- Prevent impairment of our children's health or development.

- Ensure that our children are growing up in circumstances consistent with the provision of safe and effective care.
- Undertake that role so as to enable our children and young people to have optimum life chances and enter adulthood successfully.

(Children's Act 2004)

Safeguarding is not just about protecting children from deliberate harm. It is a preventative agenda that helps children and young people achieve their full potential, regardless of negative factors such as poverty or social exclusion, by providing services and support to overcome barriers to achievement. It also includes issues relating to:

- Health and safety
- Bullying
- Racist abuse
- Harassment and discrimination
- Use of physical intervention
- Meeting the needs of children and young people with medical needs
- Providing first aid
- Drug and substance misuse
- Educational visits
- Internet safety
- Site security