



DISABILITY EQUALITY POLICY

(Statutory Policy)

(Pupil Wellbeing Committee)

(Approval by Pupil Wellbeing Committee – 3 Year Review Cycle)

Date to be implemented from:	March 2021
Date to be reviewed by:	18 th March 2024
Date Reviewed by Sub Committee:	18 th March 2021
Approved by: Signed: (Chair – Pupil Wellbeing Committee) (Print Name) Date	
<i>This Policy supersedes any previous Policy of this name or instructions that pre-date this edition.</i> <i>This Policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School.</i>	

Policy Statement

1.1 St Andrew's School affirms that individuals are entitled to equal rights, responsibilities and opportunities. The School strives to ensure that all individuals are equally valued and everyone is treated with respect.

1.2 St Andrew's School will meet its requirement to address Disability Equality as part of the overall Equalities provision and meet any other legislation or requirements to ensure an equitable environment for pupils, staff, parents/carers and visitors.

1.3 The Policy will be readily accessible within the School on the Website and in hard copy on request.



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2 Reviewing the Policy

2.1 Reviewing the Policy – St Andrew's School will assess the implementation and impact of this Policy on a continuous basis and undertake a regular formal review on an annual basis to ensure it is fit for purpose.

2.2 As needs become complex in mainstream Schools we will review our access with new cohorts.

3 School Vision

3.1 Our vision is to become an outstanding School within a loving, Christian community.

3.2 Our parents/carers, children and staff will work together to enable all children to:

- achieve their potential
- learn in a safe, stimulating environment
- enjoy learning now and in the future

4 Purpose of Policy

4.1 At St Andrew's every person is treated as a unique individual and valued as a child of God. Anyone with a disability is covered by this Policy.

4.2 This policy supports our desire to meet the specific needs of any pupil to reach the highest achievement and to enable all individuals to fulfil their role and as pupil, member of staff, parent/carer, Governor to the best of their ability. Visitors to the School are covered by our wish to enable everyone to access and feel welcomed by our School community.

4.3 This Policy is a response to the requirements of Special Educational Needs and Disability Code of Practice: 0 to 25 years updated April 2020 which relates to Part 3 of the Children and Families Act 2014, the Equality Act 2010 and associated regulations in England.

5 Aim of Policy

5.1 This Disability Policy provides a framework that translates the values and aims of the School into effective procedures to enable each child to reach their potential.



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5.2 This Policy supports the expectation that we will adopt strategies to promote equality of opportunity regardless whether people are disabled persons and those without a disability and promote positive attitudes towards disabled persons.

5.3 This Policy commits to the delivery of high quality learning opportunities and provision of care for every member of our school community.

5.4 We encourage participation by disabled persons in all aspects of School life and will integrate disability equality into all the aspects of School life.

5.5 We will ensure that our Curriculum, including remote learning, is accessible to those with a disability.

6 Definitions

6.1 Schools **must** fulfil their statutory duties towards children with disabilities and **must** be able to demonstrate in their arrangements for children with a disability that they are fulfilling their statutory duty.

6.2 Disability is recognised as one of the nine 'protected characteristics' under the Equality Law 2010.

6.3 A pupil has a disability when they exhibit a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

6.4 'Long-term' is defined as a year or more.

6.5 'Substantial' is defined as more than minor or trivial.

6.6 Disability includes such conditions as:

- Developmental disabilities eg. ADHD, Autism. Dyslexia
- Mental health disabilities eg. Bi-polar affective disorder, Depression
- Physical disabilities eg impairment to hearing, sight or speech
- Mobility disabilities eg. Cerebral Palsy, Muscular dystrophy
- Head Injury eg. Traumatic brain injury
- Chronic conditions eg. Asthma, Diabetes, Cancer
- Addictions



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6.7 Mainstream Schools may not be exposed to the more complex, debilitating and challenging conditions but we recognise that even more common conditions (like colour blindness, asthma, epilepsy) can be additionally distressing for people, especially young children, if they are not treated sensitively and supported with their medical/learning needs.

7 Underpinning Principles

7.1 We endorse the aim that physical access to buildings and the facilities do not treat the disabled less favourably and we have made reasonable adjustments to ensure there is no substantial disadvantage to the disabled.

7.2 Many School buildings were not originally designed to meet the needs of disabled pupils, parents/carers, staff, Governors and pupils but we have already made appropriate adaptations to our premises eg. at the entrance to the School and the addition to the provision of an accessible wet room.

7.3 Our Premises/Health and Safety Committee monitor the premises to ensure that the premises are accessible and that we review this regularly as the needs of pupils become more complex or progressive that gets worse over time. People with progressive conditions can be classed as disabled. Some conditions (eg. cancer, MS) are defined as disabled from the day of diagnosis.

7.4 Access to the Curriculum and to high quality teaching is as important as ensuring disabled facilities at the School. We ensure that all pupils, whatever impairment they may have, are able to access the Curriculum and this also applies to remote learning access.

7.5 The spirit and content of this Policy is strengthened by its relationship with the accompanying Policies of the School (Equality Policy, Admissions Policy, Anti-bullying Policy and Dignity at Work Policy) all framed within our Christian ethos.



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8 Procedures

8.1 The School welcomes applications for pupil admission, for staff employment and in order to serve on the Governing Body from all eligible persons irrespective of disability.

8.2 We recognise that disability is a human rights issue and we will do everything to improve inclusion and be flexible when working with disabled pupils or staff.

8.3 **All staff will:**

- work positively to encourage disabled persons to feel an equal part of the life of the School community
- recognise that not all disabilities are visible
- ensure that all children treat peers or any person with disabilities with respect
- work tirelessly to ensure that disabled pupils are included by their peers in all parts of school life
- take advice from the Inclusion Leader regarding disability, who will inform staff of any provision plan for a child prior joining the School to ensure they are not disadvantaged and made welcome
- ensure the content of their lessons caters for any child with a disability
- ensure their teaching is inclusive
- ensure the classroom display provides a positive image of disability
- role model good conduct regarding disability whether they have a disability or not themselves



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8.4 The **School Leadership** will:

Headteacher

- Ensure the access to the premises and the Curriculum is fit for purpose, meeting the obligations of the Disability Discrimination Act and Equality Act, so that no person with a disability is disadvantaged
- Ensure the School meets its duty to make reasonable adjustments for disabled children
- Act as a visible good role model by treating disabled pupils, parents/carers, staff, Governors and Visitors to the School with respect in line with our School values
- Ensure the School environment portrays disabled people in a positive light
- Lead on giving a voice for disabled pupils, parents/carers, staff and Governors
- Ensure all recruitment processes are open to those with disability and ensure candidates for employment are assessed on their abilities, qualifications and experience against the objective criteria developed for that post
- Support any staff or Governors in an appropriate way where they have a disability
- Ensure the requirements of the LB Barnet Dignity at Work Policy (adopted by St Andrew's) are fulfilled and follow the Equality Act 2010 outline for employers regarding provisions for making the workplace a fair environment.
- Ensure the School links with National, Regional and Local support and health services to ensure a range of options, resources and facilities for the benefit of individuals with disability and signposts these services to those with disability needs and their families
- Provide a programme of staff development to meet the needs of pupils with a disability in conjunction with the Inclusion Leader
- Ensure the Inclusion Leader is involved with the Admissions Application of any child with a disability and that the provision plan is shared with staff and understood prior to the pupil joining the School
- Monitor the work of the Inclusion Leader
- Ensure pupils, staff, parents/carers and Governors all understand this Policy and its implications
- Monitor and evaluate this Policy at regular intervals



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Governance

- Work with the Headteacher to ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements that improve the physical environment enabling disabled pupils and staff to take advantage of the education and facilities provided
- Where School Governors are publishing information about their arrangements for disabled children, this should be brought together with the information required under the Children and Families Act 2014 and produced in accessible formats
- Governors should ensure the availability of accessible information to disabled pupils and their parents/carers
- Ensure that Admissions arrangements do not disadvantage unfairly, or discriminate against a child with a disability
- Ensure the Curriculum allows for the participation of disabled pupils
- Offer challenge to the Headteacher regarding Policy and Practice
- Adhere to Employment legislation and best practice in Equalities when participating in any recruitment process or Governors' Panel



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9 Sources of further information and support

Special Education and Disability Code of Practice: 0 to 25 years – Gov.UK DfE

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Disability Confident kite mark – Disability Confident

<https://disabilityconfident.campaign.gov.uk/>

High standards and highly inclusive – OfSTED Blog

<https://educationinspection.blog.gov.uk/2018/09/10/inspecting-special-educational-needs-and-disabilities-provision/>

Training to teach if you have a disability - DfE

<https://getintoteaching.education.gov.uk/train-to-teach-with-a-disability>

Examples of good practice working with disabled pupils and those who have special educational needs - OfSTED

<https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-working-with-disabled-pupils-and-those-who-have-special-educational-needs>