



St Paul's C of E Primary School

Disability Equality Policy and Scheme

The Aims of the Policy

This policy's aim is to provide a structure 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.

How we have involved disabled people in developing this scheme.

Action planning addresses any issues raised. Pupil participation is promoted, for example, through individual conferencing of children with special educational needs and disabilities and children who have statements are interviewed.

Parents and carers are asked at their new arrival interview with the Headteacher, if there are any reasonable adjustments that the school may need to make to meet the needs of any of their family members.

Through our school ethos, our Headteacher's vision, enhanced by our Personal, Social and Health Education curriculum including the SEAL project, we foster the recognition that individuals have different strengths and weaknesses. All are equal members of our school community with valuable assets to contribute, who deserve respect and nurture.

Regular awareness raising on the definition of disability takes place with pupils, staff parents/carers and other school users.

Our School Ethos

St Paul's Primary School is a happy, secure, friendly and welcoming school, with a true family atmosphere, in which all staff and pupils are positive, caring and optimistic - and they smile!

The staff, governors and pupils alike enjoy what they do and do it very well. Our school community has high expectations, both in terms of achievement and behaviour, and everyone is expected to do their best and to use their special gifts and talents, at their own particular level. At St Paul's Primary School, all members of the school family and the contributions they make to the school are greatly valued. Courtesy and politeness is expected at all times, and people are always acknowledged and thanked for what they do. 'Care', 'tolerance', 'trust' and 'respect' are very important to us.

Recruitment, development and retention of disabled employees

At recruitment, staff are asked to disclose details of any disability on the confidential preemployment form. Screening is then undertaken and a fitness for work grading given.

Staff are consulted as to whether there are any new circumstances that they would like to disclose at performance management annual reviews. Staff Meetings provide a forum for further discussion on disability issues.

The school is aware of the 'Access to work' scheme and of LA policies, which may be relevant for disabled staff. For example, present staff have taken advantage of the "Access to work" funding.

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

Educational opportunities available to and achievements of disabled pupils

The school's list of children with special educational needs records the number of children in each category of need. The names of those children not at School Action or School Action Plus phase or who have a statement of educational need, but who are/or have been of concern for any reason, are listed for all staff in each year group.

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. For example, picture enhanced communication methods such as visual time-tables for those with language difficulties.

Short-term planning indicates those children with particular needs, and the type of teaching method to be employed.

Reasonable adjustments are made to the timetable when required for instance reduced hours, rest periods in the day or phased returns after absence.

The school's pupil tracking system monitors the attainment of all children and individual targets are set in response. The SENCO and staff, review the progress of those children with special needs and Individual Education Plans (IEPs), Pupil Development Plans or Pastoral Support Plans are drawn up in consultation with pupil, parent or carer and outside agencies if appropriate. The emotional care of all pupils is high priority in school and developed through classroom circle time, our PSHE curriculum and the SEAL project.

Children with disabilities are able to access special arrangements for SAT tests, should they meet the statutory criteria to qualify for extra time, a reader or a scribe.

Children are trained beforehand so that they are able to take full advantage of these arrangements.

Review

This Policy will be reviewed annually.