



# DISABILITY EQUALITY SCHEME

Revised: Spring 2022

Next revision : Spring 2025

## DEFINITIONS

The following terms shall have the following meanings for the purposes of this document:

<b>the School</b>	means Clifton All Saints Academy
<b>DDA</b>	means the Disability Discrimination Act

## INTRODUCTION

Duties under part 5A of the DDA require the Governing Body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the School or may wish to.
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This scheme and the accompanying action plan sets out how the Governing Body will promote equality of opportunity for disabled people.

Duties in part 4 of the DDA require the Governing Body to plan to increase access to education for disabled pupils in 3 ways:

- Increasing the extent to which disabled pupils can participate in the School curriculum.
- Improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the School's plans to increase access to education for disabled pupils in line with the School's Accessibility Plan and Equal Opportunities Policy.

## 1. STARTING POINTS

### 1.1 The purpose and direction of the School's scheme

The purpose of the School's scheme is to show how the School is going to meet the duty to promote disability equality for disabled pupils, staff and parents.

The School's vision statement reads:

"The School offer a rich and stimulating Christian environment where everyone is valued."

This includes disabled pupils, to whom the disability equality duty is owed. The School is also committed to inclusive practice which includes staff, parents, carers and others who use the School.

## **1.2 The involvement of disabled pupils, staff and parents**

The School recognise that involvement has to be real, that the School hears the views of disabled pupils, staff and parents and develops the scheme in response to what it hears. In the light of existing individuals at the School it has made the following actions:

- Built a culture of listening to and respecting the views of pupils, staff, parents and others.
- Involved pupils, staff and parents in identifying reasonable adjustments.
- Involved disabled pupils in accessibility planning.
- Forged good links with the local community and other organisations.

## **1.3 Information gathering**

The School complies with:

- The Local Authority Policy for information gathering during the recruitment process.
- Its own Accessibility Plan.
- Statutory reporting procedures regarding achievement of all children.

The Governing Body undertakes regular reviews of School Policies.

## **1.4 Impact Assessment**

The Disability Equality Scheme will be reviewed every two years, along with the Equal Opportunities Policy.

## **2 IDENTIFYING THE MAIN PRIORITIES FOR THE SCHOOL'S SCHEME AND DECIDING ITS ACTIONS**

### **2.1 Promoting equality of opportunity**

The School is proactive in making reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils. The School promote equality of opportunity for all and promote participation in every aspect of school life. Its Accessibility Plan supports these aims and the School promote equality of opportunity for disabled staff and pupils.

### **2.2 Eliminating discrimination**

The School is proactive in eliminating discrimination through:

- Raising awareness through specific campaigns for both staff and pupils;
- Reviewing and adjusting policies;
- Raising expectations;
- Improving communications.

### **2.3 Eliminating harassment**

The School is proactive in eliminating harassment through:

- Implementing its Behaviour and Anti Bullying Policy;
- Insisting that all children and staff follow the School's mission statement by "treating others with respect regardless of gender, ethnicity or ability."

#### **2.4 Promoting positive attitudes**

The School has a positive attitude to disability and difference through:

- Staff modelling respectful attitudes to everyone;
- Positive images in school books and other materials;
- Delivering Values education.

#### **2.5 Encouraging participation**

The School understand that disabled pupils, staff and parents need to participate fully in all aspects of the School. The School achieve this through:

- Ensuring that all disabled children are valued and included and succeed in school activities.
- Facilitating inclusion of disabled parents in school events.

#### **2.6 Taking steps to meet disabled people's needs, even if this requires more favourable treatment**

The School achieve this by making reasonable adjustments to the School day to ensure everyone is included without prejudice. Action includes:

- Favourable treatment at sports days and events;
- Whole school awareness and respect for individuals needs and achievements;
- A policy of interviewing all disabled applicants who meet the minimum requirements for a job.

#### **2.7 Anticipatory adjustments**

- The School will attempt to anticipate the adjustments that disabled pupils might need.
- Where feasible, the School will try to put these adjustments in place in advance.

### **3. MAKING IT HAPPEN**

#### **3.1 Implementation**

This scheme will be identified on the School Improvement Plan and reviewed accordingly.

#### **3.2 Publication**

This policy will be available on the website or on request along with other School policies.