



Holy Trinity CE Primary School

Disability Equality Scheme

(using model provided by Lambeth Schools on the web)

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in September 2021.

It is due for review – March 2023

Signature

Date

Head Teacher

Signature Date

Chair of Governors

Contents

Vision Statement **2**

Checklist for schools and governors **2**

The Disability Equality Duty (DED) **4**

Involvement and consultation **7**

Making things happen **8**

Monitoring and reporting **12**

Introduction.

The Governors of Holy Trinity CE School have made safeguarding an essential priority and are committed to make sure that the safeguarding of their children remains central to their work. For this reason, the principles of excellent safeguarding practice are interwoven within the Christian culture of Holy Trinity and every aspect of the school's work. This policy supports this commitment to safeguarding and should be read in conjunction with all school policies as appropriate.

It is every person's responsibility to safeguard and promote the welfare of children and it remains a principal concern to everyone within the school community.

Vision Statement

Our status as a Church of England school is fundamental to our ethos and purpose. We expect all our staff to support our Christian ethos and aims.

At Holy Trinity School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Our vision for the school is:

'Aim high, let your light shine' Matthew 5:16

The vision for the school is one where everyone is seen as so valuable in God's eyes that everyone must be supported and encouraged to be the very best they can be. We are a fully inclusive school where **no one** will or can be left behind.

Matthew 5:16

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

At Holy Trinity CE Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a Christian culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Holy Trinity CE Primary

School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

School check list for school staff and governors

- ✓ Information is collected on disability with regards to both pupils and staff and the information used to improve the provision of services.
- ✓ Pupil achievement is monitored to include disability where appropriate and any trends or patterns in the data are identified that may require additional action.
- ✓ All disabled pupils are encouraged to participate in school life. Children are seen as individuals with their individual needs and talents.
- ✓ Any bullying and harassment including of disabled pupils and staff is monitored. This information is used to improve standards of behaviour and highlight issues.
- ✓ Disability portrayed positively in school where possible, this includes through books, displays and discussions such as circle time and class assemblies.
- ✓ Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- ✓ The school environment is as accessible as possible to pupils, staff and visitors to the school. Open evenings and other events which parents or carers attend are always held in an accessible part of the school or changes made as individuals needs are accounted for.
- ✓ Information is available to parents, visitors, pupils and staff in formats which are accessible if required.
- ✓ Procedures for the election of parent governors are open to candidates and voters who are disabled.

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person 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'.

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.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- ✓ Promoting equality of opportunity between disabled people and other people;
- ✓ Eliminating discrimination that is unlawful under the DDA;
- ✓ Eliminating harassment of disabled people that is related to their disability;
- ✓ Promoting positive attitudes towards disabled people;
- ✓ Encouraging participation in public life by disabled people;
- ✓ Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. At Holy Trinity the following is monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications

The role of a school as a service provider

Holy Trinity as a service provider makes our buildings accessible when rooms or parts of the building are hired out.

Contact with parents and carers

When providing newsletters and information for parents and carers, we make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, are held in accessible parts of the building.

Hiring transport

School staff are aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

The Disability Equality Duty (DED)

Election of parent governors

The election of parent governors is now be covered by the DDA 2005, and governors ensure that the procedures for candidates to stand for election and for parents to vote for candidates is accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school will ensure that they can participate fully in school life.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Holy Trinity CE Primary School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- *School Council*
- *Questionnaires*
- *Feedback slips*
- *Drop-in sessions*
- *Meetings with SENCO*

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Holy Trinity CE Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section:

- **Promoting equality of opportunity between disabled people and other people.**

- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
 - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.
- **Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.**
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
 - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
- **Promoting positive attitudes towards disabled people.**
 - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

Making things happen

- Promoting positive attitudes towards disabled people (continued)
 - Celebrate and highlight key events such as the Paralympics, Learning Disability Week.
- Encouraging participation in public life by disabled people.
 - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

See - Holy Trinity CE Primary School: Equality Objectives Action Plan from July 2017- 2020 (updated annually).

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
To ensure pupils with special educational needs make at least the expected levels of progress in line with their peers.	Special Educational Needs		A		Advance equality of opportunity	CoG Head teacher INCO All staff Targeted pupils	90% pupils making progress in line with their peers.	Progress is monitored at least half-terminly.	Termly progress review with full review September 2022
To strengthen pupil awareness of others from different backgrounds, faiths and cultures	Religion and belief Ethnicity and race		A		Foster good relations Eliminate unlawful discrimination	CoG Head teacher INCO All staff All parents / carers	RE and SMSC plans show coverage of the equality and diversity curriculum strands. Other curriculum plans show awareness of other backgrounds, cultures and faiths. 90% pupils interviewed show understanding of other cultures and faiths.	Review of RE policy and provision September 2021	
To improve positive parental engagement and make them feel part of the community	All		A		Foster good relations	CoG Head teacher INCO All staff All parents/ carers	80% parent surveys show “good” or higher for making them feel part of the community. Parent Forum continues to be a ‘voice’ and questionnaires regarding the school and what they think.	From Aut 2021	Aut 2022
To improve the communication of key events and changes to all families	All		A		Advance equality of opportunity	Head, CoG, INCO All staff All parents All pupils/ carers	80% parent surveys show “good” or higher for quality of communication	July 2021	July 22 (annual)
To ensure all staff are trained in equality issues and in the delivery of quality first teaching for pupils from vulnerable pupil groups across the school	All		A		Advance equality of opportunity	Head, CoG, INCO All staff	Staff surveys show that 90% staff are more confident in teaching pupils from vulnerable groups. 95% observed lessons show good quality first teaching for pupils from vulnerable groups.	Sept 21 ongoing	Termly monitoring with Pupil progress monitored at least half-terminly linked to monitoring of quality of teaching.

Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.
