



HOLY TRINITY

A learning community providing Catholic and Church of England education for all

DISABILITY EQUALITY SCHEME

1. Introduction

The Disability Equality Scheme has been developed to meet the requirements of the Disability Discrimination Act 2005.

The Disability Discrimination Act applies to schools as:

- An educational provider
- An employer
- A provider of services to parents, carers and the wider public

Definition of Disabled People

The Disability Discrimination Act defines a disabled person as having a mental or physical impairment.

- Where this has an adverse effect on ability to carry out normal day-to-day activities
- Where the adverse effect is substantial – the adverse effect is long-term (meaning it has lasted for 12 months, or is likely to last for more than 12 months or for the rest of your life)

The definition is broad and covers people with a wide variety of disabilities including those which are not always visible.

The Act has placed an 'anticipatory' duty on us to make adjustments around disabled people using our services and accessing education. In employment the duty arises only when we reasonably know that the person requires particular adjustments.

Relation to the School's Single Equality Scheme

The School's Disability Equality Scheme overlaps with and informs the School's Single Equality Scheme in its aims, information collection, planning, reporting and reviewing.

School Ethos, Vision & Values

As set out in our Single Equality Scheme, we are actively committed to ensuring equality of opportunity for all of our employees, students and other people involved in the school community who have any form of disability. We will ensure that disabled people are not treated less favourably in any of our employment and service delivery policies, procedures and practices. The school will not tolerate any form of harassment and bullying due to disability in line with our Harassment Policy.

2. Our Strategic Priorities

The duty to promote disability equality is addressed through the School's strategic priorities to:

- Increase the educational development and achievements of disabled students, which will aid the longer term social inclusion of disabled students and contribute towards the School's reputation as an inclusive school
- Encourage wider participation in all aspects of School life, including at the Governing body level, by enabling disabled members of our community to contribute towards the School's future.

3. Our General Duty

We build equality for disabled children and adults into the school culture by:

- Promoting equality of opportunity for disabled people
- Eliminating unlawful discrimination
- Eliminating harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Taking steps to meet disabled people's needs.

4. Specific Duties

Our Disability Equality Scheme informs and guides our School Equality Scheme and its Action Plan and includes:

- A statement of how we involved disabled people in developing the scheme
- Details of how we will gather information about our performance on disability equality
- How we will assess the impact of our activities on disability equality and improve these where necessary.

5. How we will meet the General Duty & Specific Duty

The Single Equality Scheme and its Action Plan on race, disability and gender for our School set out the specific actions that will be carried out to meet our duties in relation to our Disability Equality Duty and are listed in the Single Equality Scheme Action Plan on Pages 18-23.

In the context of the ongoing revision of School plans and policies to ensure compliance with our Single Equality Scheme, we will

- Ensure that our disabled students can reach their potential by tackling the barriers to their learning
- Take account of and seek to remove the particular barriers to achievement for disabled students
- Make every effort to ensure that disabled children and adults can participate fully in the life of the School community.

6. Leadership

All staff and Governors at the School are responsible for the implementation of the Scheme. The Head is the lead member of staff responsible for the Scheme and the Chair of Governors is the lead Governor responsible for the Scheme.

Details of individuals' responsibilities are set out in the School's Single Equality Policy (p.5).

Implementation of the Scheme will be co-ordinated through the SES consultation group.

7. Involvement of Disabled People in Developing the Scheme

In developing our Single Equality Scheme and Action Plan, we have involved stakeholders, for example staff, students, parents and carers as follows:

- We seek the views of students through Year and School Councils and SEN review
- The views of staff are gained through all the forums accessible to staff
- Parents are able to raise issues relating to the Disability Equality Scheme and its application via the consultancy process of the School Development Plan, speaking to governors at parents' evenings, SEN reviews and the open access to the School's management team via student journals, email and the School's website
- Other members of the School community and visitors are able to gain access to information or raise issues in relation to disability via the School website, the School prospectus or by contact the School's staff members or governors
- A consultancy group has been established to review and revise provision for the needs of community members as set out in the School's Single Equality Scheme, including provision for disabled people
- Disabled users of the School's facilities have been consulted on how the School can best meet the needs of disabled people.

8. Information Gathering

We will gather information on the effect of our policies and practices, in particular:

- The extent to which the equality of disabled students is promoted
- The extent to which the equality of disabled staff is promoted
- The extent to which the curriculum and other school activities take disability into account
- The extent to which our accessibility plan allows all members of our School community to participate fully in the life of the School.

Information gathering will include:

- Information relating to the profile of the School's workforce
- Attainment levels of students will enable Progress Managers and the SENCO to identify trends in relation to disability
- The School Census includes data on exclusions
- Reports of harassment and bullying of students and staff are recorded as outlined in our Anti-Bullying and Anti-Racism Policies

- The Governors' Section retain information on the composition of the Governing Body
- Ascertaining the views of disabled parents and the parents of disabled students regarding the School's provision for disabled members of our community. They can do this via staff members and/or governors
- At School events we provide opportunities for disabled people to give feedback.

9. Assessment of the impact of our activities on Disability Equality

We will use the information gathered in relation to the inclusion and success of disabled members of our community to:

- Assess the progress and involvement of our disabled students in all aspects of School life, including academic progress, and compare this against the progress of all students
- Assess the outcomes for our disabled students against the criteria set out in the Every Child Matters agenda
- Assess the involvement of disabled people in all aspects of School life.

10. The participation of disabled students, staff, parents/carers and visitors in School life

- Wherever possible the School incorporates positive images of disabled people into both the curriculum and the public arena.
- We make Reasonable Adjustments to ensure that disabled students and other disabled members of our community have opportunities to participate fully in School life, eg Sports Day, Alternative Curriculum Days, trips and visits and Parents Evenings
- We have sought out disabled people to participate in School forums
- We encourage disabled students to take part in Year and School Councils
- We encourage applications for employment and posts on the governing body from all sections of society, including disabled people.

11. Ensuring Equal Access

The School works to remove physical, curriculum and information barriers for disabled people and by making Reasonable Adjustments. These include:

- Provision of disabled parking space
- Availability of information in large print or, where possible, other media
Familiarising our staff with the range of conditions covered by the Disability Discrimination Act
- Provision of disabled changing and toilet facilities for students
- Differentiation of the curriculum for students with learning disabilities, and additional accommodation of other disabilities
- Ascertaining the views of disabled students, staff and parents as to the accessibility of all aspects of school life.

12. Training

Our staff will be trained on the Disability Discrimination Act 2005 and the Disability Duty through their ongoing training on the School's Single Equality Scheme.

New members of staff receive induction on key policies and equality issues.

13. Visitors and Community Lettings

We will take steps to ensure that visitors to our School are able to participate fully in their chosen activities, regardless of any disability. Our accessibility plan will seek to address situations where full participation is restricted for disabled students. This includes setting out the adjustments that are being made to ensure that all sections of the community have access to our buildings.

14. Procurement and Contractors

We will take steps to ensure that our contractors are adhering to our commitment to disability equality in their employment and service delivery policy and practices. There will be an expectation upon them to adhere to the School's Single Equality Scheme.

15. Publishing the Scheme

The specific duty regulations specify that the Disability Equality Scheme must be published. Our Scheme, along with other information regarding the School's inclusion of disabled students will be published on the School website.

16. Reviewing and Revising the Disability Equality Scheme

We will review progress against the Disability Equality Scheme as part of the annual review of the Single Equality Scheme and publicise our progress. We will revise the scheme every 3 years.

17. Annual Reporting

A report on the success of the Disability Equality Scheme will be incorporated in the annual report on the Single Equality Scheme given to governors and included in governors' minutes.

Ratified by: _____

Date: _____

Review Date: _____