



NORTHWOOD COMMUNITY PRIMARY SCHOOL

Disability Equality Policy

2023-24



Policy Statement

NCPS is committed to creating a learning environment in which the needs of children are central and emotional wellbeing is at the heart of productive learning.

At Northwood we are committed to ensuring equality of education and opportunity for pupils with a disability, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of pupils with a disability 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 Northwood we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Background and Status

Disability Discrimination Act (DDA) was first implemented 1996. The education duties were added by the SEN and Disability Act 2001; the Disability Discrimination Act 2005 inserted the Disability Equality Duty.

Schools' Duties under the DDA:

In particular it applies to three main school functions:

- To the school in its main function of providing education to pupils
- To the school as an employer
- To the school as a provider of services to parents and carers and the wider public

The Duty **requires** schools to take a more proactive approach to promoting disability equality and eliminating discrimination, additionally, when procuring services meeting the duty when contracting out services.

The Governors are responsible for:

- making sure the school complies with the relevant equality legislation and for
- ensuring that the school Equality Scheme and its procedures are followed.

The Headteacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed.
- making sure the race, disability and gender equality policies are readily available and that the governors, staff, pupils, and their parents and guardians know about them.
- producing regular information for staff and governors about the plans and how they are working.
- making sure all staff know their responsibilities and receive training and support in carrying these out.
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents.



- being able to recognise and tackle bias and stereotyping.
- promoting equal opportunities and good race relations.

The Disability Equality Duty (DED)

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a person with a disability 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 to have a disability 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 people with a disability and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of people with a disability that is related to their disability;
- Promoting positive attitudes towards people with a disability;
- Encouraging participation in public life by people with a disability;
- Taking steps to meet people's needs where they have a disability, even if this requires more favourable treatment.

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

Special Education Need

The definition of Special Educational Need applies if pupils have a learning difficulty which calls for special educational provision to be made for them.

- Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age, or are under compulsory school age and fall within the above or would do so if special educational provision was not made for them.

Special educational provision means educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority.



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.

The following should be monitored:

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

Staff have a responsibility to disclose any medical condition or disability that they feel may impact upon their health and safety within the school. An annual survey will also be carried out to update any changes in medical circumstances.

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should 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, should be held in accessible parts of the building and invitations should ask parents/carers to contact school if they have accessibility needs / disabilities.

Hiring transport

School staff will need to be 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 students with a disability.



The Disability Equality Duty (DED)

Involvement and consultation

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

Northwood will consult with pupils, staff and service users who have a disability in the development of our Disability Equality Scheme by:

Consultation with pupils / staff / parents with a disability to determine their priorities for the school with regards to disability equality over the next three years via:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Northwood 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 will be shaped in consultation with people with disabilities as outlined in the previous section, and may include some of the good practice examples below.

Good practice examples

- Promoting equality of opportunity between people with a disability and other people.
 - Increase awareness of the ways in which parents of children and young people with a disability can help to support their learning, for example through workshops;
 - Ensuring that the talents of pupils with a disability are represented accordingly through the Gifted and Talented Registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of people with a disability that is related to their disability.
 - Monitor incidents of harassment and bullying of pupils with a disability. 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 people with a disability.
 - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.



- A school can promote positive attitudes to disability in its citizenship and Personal Social Health Education/Personal Social Education lessons. Schools need to ensure that pupils with a disability are given the opportunity to express their views and to know that their views are valued.

Making things happen

- Promoting positive attitudes towards people with a disability (continued)
 - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
 - At schools with specialist units, staff have successfully raised awareness about disability by going to talk to pupils from the mainstream school.
 - Embedding our, 'No Outsiders' approach to inclusion across school.
- Encouraging participation in public life by people with a disability.
 - Ensure that pupils with a disability are represented and encouraged to participate in class assemblies, plays, events and on the school council.
 - For schools having representation of individuals with a disability on its governing body can make the whole school more disability aware, having staff with a disability in lead roles, ensuring the school council includes pupils with a disability and having pupils with a disability in visible positions of responsibility.
 - More favourable treatment to support and help the pupils who find it difficult to stand in a queue for reasons related to their disability, the school could put in place a priority card system.
 - Giving staff with a disability more time to mark pupils' coursework if disability warrants an extension of time.
 - Offering telephone or email appointments or home visits to parents and carers with a disability that might find it difficult to get to the school

This policy will be reviewed by Governors in November 2024