



**EVERTON HEATH PRIMARY SCHOOL**

**Disability Equality Scheme**

**March 2018**

Approved by Governing Board Compliance Committee in: January 2018

Signed : ..... **Barbara Hutchinson**  
(Chair of Compliance Committee)

Approved by FGB on : TBC ( Adopted in principle )

Signed..... **Nabeel Mardi**  
(Chair of Governors)

Signed : ..... **Aileen Russell**  
(Headteacher)

Date to be reviewed: March 2020

## **Mission Statement**

At Everton Heath Primary School (EHPS) 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 culture of inclusion and diversity in which people feel comfortable in disclosing the nature of their disability and to participate fully in school life. The achievement of disabled pupils will be monitored and we will use this data to ensure our teaching is sufficiently inclusive. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a factor which should be respected and celebrated by all stakeholders.

## **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 substantial adverse effect on his/her ability to carry out normal day-to-day activities.

### **The Duty**

The DDA 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;

- 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)**

#### **Monitoring**

To meet the DED, 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 will be monitored at EHPS

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

#### **Additional Implication 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.

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 disabled students.

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

Election of parent governors:

The election of parent governors will now be covered by the DDA 2005, and governors will ensure that the procedures for candidates to stand for election and for parents to vote for candidates are 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 must 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 (DES).

### **Action Planning**

In order to ensure that action is taken to meet the DED, EHPS has drawn up an action plan to make things happen, which outlines how we aim to cater for the identified needs of our stakeholders. There will be a range of physical changes around the school which facilitate access to and movement around the school, namely ramps, disabled toilet and railings. We recognise, however, that the needs of our pupils, staff and service users change over time and, as such, fully appreciate the importance of catering for current needs as well as anticipating future needs.

### **Monitoring and Reporting**

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the DED, 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.

The Headteacher will report to Governors annually outlining the progress of the DES action points and assesses the implementation of the action plan for effectiveness. Its findings will be used to improve the DES and feed into future practice.

For further information in relation to equality of opportunity, please refer to the following school policies and/or Local Authority (LA) documents:

- Special Educational Needs Policy
- Race Equality Policy
- Accessibility Plan
- Accessible Schools

This Scheme was originally approved by the Governing Board in 2016.