



Carey Federation - The Disability Equality Scheme

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/her ability to carry out normal day-to-day activities'*.

The DDA 2005 also extended the definition of disability to include:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disability before they experience the long term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with 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 abilities to carry out day-to-day activities.

The General 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.
- Encouraging participation in public life by disabled people.
- Promoting positive attitudes towards disabled people.
- Taking steps to meet disabled people's needs, even if this means more favourable treatment.

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

Monitoring

To meet the DED, it is essential that aspects of our school life are monitored to identify whether there are adverse impacts on pupils with disabilities. So we will be monitoring the following:

- Achievements of pupils with disabilities
- Disabled staff (including numbers, type of disabilities and satisfaction rates in staff surveys etc).

Ashwater Primary School Environment

Ashwater Primary School is an older building but the school buildings and grounds are made as accessible as possible for students, staff and visitors.



Halwill Primary School Environment

Halwill Primary school is on one level allowing access for all students, staff and visitors from various entry points. All doors comply for disability access.

The school has a designated parking area which has direct access to the main school entrance and the school grounds. There is an accessible indoor toilet with wheelchair access.

Due consideration of the needs of people with disabilities is given in the Federation's Health and Safety Policy and Accessibility plan.

Election of Carey Federation Parent Governors

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

Involvement and consultation

Our research:

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

Ashwater and Halwill Primary Schools has consulted with all our pupils, staff and parents/carers in the development of our Disability Equality Scheme using a questionnaire.

We will continue to consult our school community by similar methods and will also include:-

- Feedback slips
- Drop in sessions
- Appointments with HT

Making things happen

- Promoting equality of opportunity between disabled people and other people.
 - We will increase awareness of ways in which parents/carers of disabled pupils can help to support their learning, for example workshops.
 - Ensure the talents, both academic and personal, are represented accordingly, for example Gifted & Talented register or our Sharing Assemblies.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
 - Encourage pupils to report any incidents of harassment or bullying and take action against the offenders.
 - Use circle time, PSHE lessons or school assemblies to deal with issues or incidents that have happened, therefore involving all pupils.



- Promoting positive attitudes towards disabled people.
 - Use the school environment to re-enforce and encourage positive attitudes to disability.
 - Ensure that there are posters, collages and displays in which disabled pupils/people are represented.
 - Have learning resources such as books showing disability in a positive way.
 - Use assemblies or other events to celebrate and heighten awareness of events such as the Paralympics, Deaf awareness week.
 - Encourage links with a specialist unit – invite pupils in to talk to our pupils about their disability and how they overcome it.
- Encouraging participation in public life by disabled people.
 - Ensure disabled pupils are represented and actively encouraged to participate fully in school life.
- When providing newsletters and information for parents/carers or visitors, we will make this information available (if required) in an accessible format. This may be in various ways e.g. enlarged print or translated into a different language.
- Additionally if our parents/carers of our pupils are unable to come to the school, due to disability, will we offer information, advice or help either by telephone or a meeting at their house.