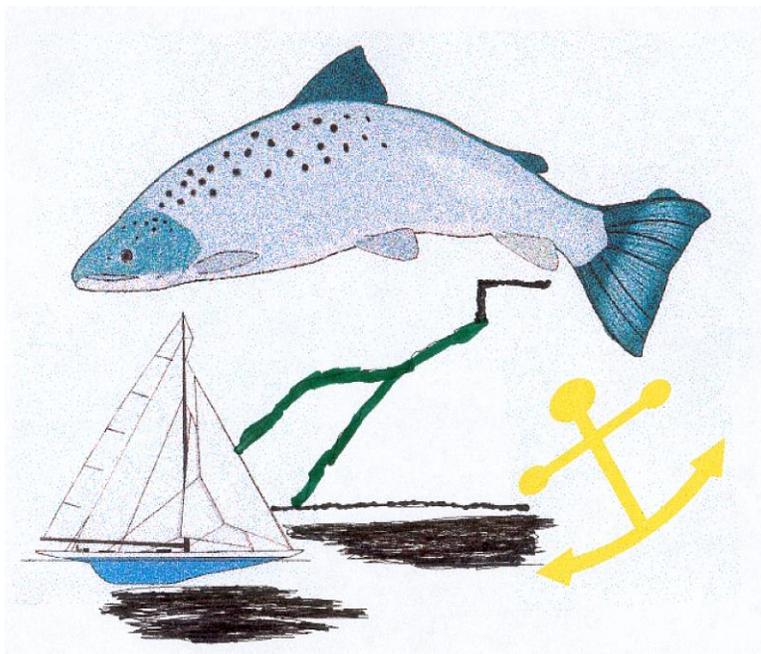


Disability Equality Statement for Ferryside V. C. P. School



2016 – 2018

Approved	Spring 2016
Signed	✓

Ysgol Glanyfferi

Legal Background

At a legislative level there are four main strands for disabled pupils :

- The ALN Framework (the Education Act 1996 and the ALN and Disability Act 2001)
- The Disability Discrimination Duties (Sections 28A-28C of the DDA 1995)
- The planning duties (Section 28D-28E of the DDA 1995)
- The Disability Discrimination Act 2005

The ALN and Disability Act (2001) amended Part 4 of the Disability Discrimination Act (1995) by introducing new duties on LEAs and schools relating to disabled pupils and prospective pupils. From September 2002, it has been unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions policies, education and associated services.

There are three main duties :

- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- To prepare accessibility strategies (LEAs) and accessibility plans (schools) for increasing over time, the accessibility of schools for disabled pupils (this is the 'planning duty').

Ysgol Glanyfferi and Carmarthenshire LEA are required to plan for :

- Increasing access for disabled pupils to the curriculum
- Improving access to the school's physical environment (buildings and school grounds)
- Improving written information for disabled pupils

ALN Pupils

The ALN Framework is designed to meet the special educational needs of individual children, some of whom may be disabled, who need provision that is additional to, or different from, what is normally available in schools maintained by the LEA. In general, children with statements must be educated in a mainstream school unless the parents do not want this or it will affect the provision of efficient education for other children. School must demonstrate that there are no reasonable steps they could take to prevent this happening.

Ysgol Glanyfferi needs to consider the requirements of current and future disabled pupils. This means that the school expects to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

In deciding whether a step is reasonable, schools may take into account the need to maintain;

- Academic standards

- Available resources
- The practicalities of making a particular adjustment
- The health and safety of the disabled pupils and others and the interests of others

Disability Equality Duty (DED)

The 2005 Disability Act sets out the duty for schools to develop a 3 Year Disability Equality Scheme and to review this scheme and its impact on an annual basis. All public bodies, schools, colleges and LEAs are subject to the Disability Equality Duty, and will be obliged to prepare and maintain a Disability Equality Scheme. This came into force in April 2007. In terms of the general duty schools need to look at everything they do on a day to day basis and consider how equality of opportunity for disabled pupils can be better promoted.

Schools and other public bodies have a general duty to have regard to the need to:

- eliminate discrimination that is unlawful;
- eliminate harassment of disabled persons related to their disabilities;
- promote equality of opportunity;
- take steps to take account of disabled persons' disabilities even when that involves treating disabled persons more favourably;
- promote positive attitudes towards disabled persons; and
- encourage participation by disabled persons in public life.

This approach attempts to build on non discriminatory services rather than relying on individual people enforcing their rights.

Code of Practice on the Disability Equality Duty (The 'DED Code')

The DED Code says that schools and other public bodies must take steps to take account of disabled persons' disabilities, even if that means treating them more favourably than others.

Schools must examine the way they employ and provide services to identify any patterns of systematic discrimination. They must then take proactive and proportionate measures.

The Code says that schools must build on their existing responsibilities in the DDA by reviewing their policies, procedures and planned access improvements, to remove barriers, with a view to greater recruitment and retention of disabled staff, and greater participation of disabled pupils, parents and disabled people in general in all aspects of school life.

Definition of Disability

Schools should not automatically consider pupils with a disability to have special educational needs, as can be seen below.

The DDA definition states that 'a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. Long term can be interpreted as over a year. It is estimated that 7% of the population is disabled.

Pupils falling within the definition of disabled will have a wide range of needs and requirements including:

Autism Spectrum Disorders(ASD), perception of the risk of physical danger, mobility impairment, manual dexterity, physical co-ordination, ability to lift, carry or move day to day objects, continence, speech, hearing, sight, learning disabilities - memory or ability to concentrate, learn or understand, ALNsory impairment, ADHD, disfigurement, mental health conditions, epilepsy, AIDS, HIV, MS, asthma, progressive/degenerative conditions.

Schools must make "reasonable adjustments" for disabled pupils in all aspects of school life to avoid placing disabled pupils at a substantial disadvantage i.e. discriminating against them.

Disability Equality Statement

Preamble

This Disability Equality Statement is our first statement of intent and may be modified in the light of monitoring and evaluation and data collection during the 3-year life of this statement.

Introduction

Ysgol Glanyfferi is committed to promoting equality for all. This statement represents the response of the Governing Body to its duties to promote equality for disabled people.

Commented [DJ1]: ?

The Involvement of Disabled People

We are committed to the involvement of disabled people in the development of this statement.

The following steps have been taken to secure this involvement:

- Local organisations for disabled people will be approached for their comments;
- Parents of disabled children attending the school will be asked to contribute;
- Union representatives will be asked for their views;
- The school has had regard to the Local Authority protocol; and
- The School Council will be asked to comment on the treatment of disabled pupils by staff and their fellow pupils in school.

Impact Assessment

We are aware that any statement must be backed up by action. In this initial stage we will:

- During the period that this statement remains in force (3 years) we will review policies and practices on a rolling programme in respect of their effect on promoting disability equality;
- We will collect and analyse relevant statistical information (see below);
- We will collect qualitative information on the confidence and enjoyment of disabled people (see below);
- We will review advertising with a view to making it more encouraging to disabled people;
- We will examine information for parents and transfer induction for children with a view to making it more encouraging for children;
- We will make appropriate reports (see below);
- We will introduce an equality assessment on new developments; and
- While the numbers of disabled people in a relatively small organisation make targets impossible to set with any validity, we will aim to increase over time the number of disabled people in our employment and attending the school.

Information

We recognise the importance of collecting, analysing and acting upon information, if we are to discharge our equality duty. Accordingly we will collect the following information:

- Data on the employment of disabled people. Disability monitoring. It is recognised that the number of disabled employees is likely to be statistically small in a small workforce and that it will be important to look at trends rather than at the year-on-year fluctuations;
- Qualitative information from disabled employees or would-be employees. This will include an exit questionnaire;
- Performance data for disabled children;
- Disciplinary data for disabled children; and
- Qualitative and quantitative information on the effect of interventions in regard to disabled children.

Use of Information

- The information collected will be reported to the appropriate Governors' Committees;
- A summative report will be made to Governors annually;
- It will be taken into account in decisions regarding staffing, curriculum and premises development; and
- It will form part of the discussion with Subject Leaders on their annual Development Plan and in the drawing up of the school's annual Self Evaluation and Improvement Plan.

Actions Taken

The actions that the school has taken so far in regard to disability equality are that it has:
 Researched the school's responsibilities in relation to disability.
 Attended awareness training events organised for Headteachers by the LEA.
 Briefed the Governing body in relation to its duties.
 Asked the LEA to carry out an accessibility survey.
 Ensured that there is disabled access to the toilets.
 Undertaken to work with our family of schools and other families of schools within Carmarthenshire to receive focussed advice and support on developing policies for disabled groups other than those on the autistic spectrum.
 Made arrangements to prepare an action plan for the following years.

Reporting

The actions of the school in regard to disability equality will be published annually in the Governors' Report to Parents.

Revision

The Head Teacher / ALENCO will draw up a revised Statement, including the, involving disabled people and taking account of the actions taken during the life of this statement and information collected on its operation at any intermediate point when new information or circumstances require changes. The revised statement will be subject to approval by the Governing Body.

Signed

Chair of Governors

Head Teacher

Date.....

