



ST LEONARD'S CE PRIMARY ACADEMY
 Linley Road, Blunsdon, Wiltshire, SN26 7AP
 Tel: 01793 721423 Fax: 01793 700748
 Reg Office: As above
 Company Reg No. 07807811
 Head Teacher: Nicola Mills BEd (Hons)



St Leonard's CE Primary Academy Disability Equality Policy 2017-19

(see also Policy for Health and Safety)

This policy should be taken and used as part of St Leonard's CE Primary Academy's overall strategy, and implemented within the context of our vision, instrument of government aims, and values of a Church of England Academy. St Leonard's is a Church of England Primary Academy which celebrates a love of God and puts the Christian ethos at the centre of all that it does.

1 Introduction

1.1 St Leonard's CE Primary Academy welcomes its general responsibilities under the new Disability Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled persons that is related to their impairments
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people

1.2 This scheme sets out steps the Governing Body will take, which will result in improved outcomes for disabled pupils, parents/carers, staff, governors and the community in all aspects of academy life. A steering group, representing staff, pupils, governors and parents/carers, will develop and monitor the scheme.

2 Academy Ethos, Vision and Values

2.1 At St Leonard's CE Primary Academy, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the academy. We have a culture of inclusion and diversity in which people feel free to disclose their disability and participate fully in academy life. Our admissions policy does not discriminate against disabled pupils.



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2.2 The achievement of disabled pupils will be monitored, and we will use this data to ensure inclusive teaching and learning. We will make reasonable adjustments to ensure that the academy environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

3 Definition of disability

3.1 The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

3.2 According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities **only** if it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift
- carry, or otherwise move, everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate
- learn, or understand, perception of the risk of physical danger.

3.3 The Disability Discrimination Act 2005 has extended the definition of disability to include people with:

- HIV
- multiple sclerosis
- cancer from the point of diagnosis

3.4 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.

3.5 Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

4 How disabled people have been involved in the scheme

4.1 St. Leonard's CE Primary Academy recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

4.2 Disabled pupils

Disabled pupils are included in social events both in and out of academy; any special requirements are identified and catered for and all pupils are encouraged to participate fully in any event aimed at their age group. Disabled pupils are represented on the Steering group which directs and monitors this policy.

4.2 Disabled Staff

Disabled staff are identified and are given opportunities to identify any barriers that affect them and how we plan to overcome them. When possible, disabled staff will be represented on the Steering group which directs and monitors this policy.

4.3 Disabled Parents/Carers

The academy has given all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs. When possible, disabled parents/carers will be represented on the Steering group which directs and monitors this policy.

- 4.4 **Disabled members of the Local Community**
The academy has given a questionnaire to all groups which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments.
- 5 Gathering information on the effect of our policies and practices on disabled people**
- 5.1 St Leonard's CE Primary Academy is a fully inclusive academy and we recognise that our policies and practices may impact on disabled people and in particular on:
- the recruitment, development and retention of disabled employees
 - the educational opportunities available to, and the achievements of, disabled pupils
- 5.2 We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions we need to take in order to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services.
- 5.4 **Learning Opportunities**
Targets are set for **all** pupils. Pupils with Special Educational Need (learning and/or physical) are given an IEP (Individual Education Plan) and/or a Health Care Plan which is monitored and adjusted three times a year. These plans are drawn up in consultation with outside agencies, including the Academy nurse.
- 6 Admissions, Transitions, Exclusions**
- 6.1 Parents/carers of pupils at St Leonard's CE Primary Academy are given opportunities to provide information about disabilities and any additional needs at the admission stage. Information is passed on to secondary schools/academies at the point of transition. Any exclusion would carefully take into account the disability needs of a pupil.
- 7 Social Relationships**
- 7.1 The Christian ethos of St Leonard's CE Primary Academy is one which encourages care and respect for all people, regardless of disability. For example, our weekly 'Creative Hour' involves mixed age and ability pupils working co-operatively together, respecting and celebrating differences between us.
- 8 How we will assess the Impact of our policies?**
- 8.1 We recognise that all our academy's policies may have an impact on the participation, and outcomes, for disabled pupils, parents/carers, staff and members of the local community. A programme to review all academy policies on an annual/two year programme is in place.
- 9 Action Plan**
- 9.1 Our Accessibility Plan will be maintained in a separate document and we will ensure that the actions in the plan fit with the actions and arrangements in our Disability Equality Policy.
- 10 Revisiting the Policy**
This policy will be reviewed and revised every two years and disabled people will be involved in the process.