

# Canonbury Primary School



## Disability Equality Scheme

### Introduction

Canonbury Primary School welcomes its general responsibilities under the 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; and
- take steps to take account of a disabled person's impairments, even where that involved the disabled person more favourably than other people.

This scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

### School Ethos, Vision and Values

At Canonbury Primary School 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 free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the “social model” of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

### **Definition of Disability**

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’.

According too 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; eyesight; memory or ability to concentrate; learn or understand and the perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis.

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 affect on his/her ability to carry out normal day-to-day activities.

## **How Disabled People can contribute to the Scheme**

Canonbury Primary School recognises the importance of involving disabled people full in the development of our Disability Equality Scheme. We will involve disabled people in the following ways:

### **Disabled pupils**

- We will identify all our disabled pupils.
- We will ensure that we listen to their views in informal settings.
- We will identify key issues for our pupils.
- We will identify any priorities that arise from this.

### **Disabled Staff**

- We will ask all staff to identify any barriers that affect them and how we can plan to overcome these.
- We will identify any priorities that arise from this.

### **Disabled parents/carers**

- We will give all parents/carers a questionnaire to identify any barriers and how we can improve them.
- We will ensure that we listen to their views in informal settings.
- We will identify any priorities that arise from this.

### **Disabled members of the local community**

- We will give a questionnaire to all groups that make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments.
- We will identify any priorities that arise from this.

## **How we gather information on the effect of our policies and practices on disabled people**

We recognise that our policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- on the educational opportunities available to and the achievements of disabled pupils.

We acknowledge that the information we gather from a wide range of sources will be required in order to identify the actions we need to take to promote disability equality. We will ensure that information is gathered in a relation to both employment and the delivery of our services.

We will gather information from the following:

- pupil achievement;
- learning opportunities;
- admissions, transitions and exclusions;
- social relationships;
- employing promoting and training disabled staff.

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers staff and members of our local community. We will review the impact of our policies in our Accessibility Plan.

## **Accessibility Plan**

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions of the plan

fit in with the actions and arrangements in our Disability Action Scheme.

### **Reporting**

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- information we have gathered during the year;
- how this information was used;
- actions points completed during the year and those that are ongoing.

### **Reviewing the Scheme**

Our scheme will be reviewed and revised after a period of three years and disabled people will be involved in the process. A new action plan/Accessibility Plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.

**Date:** November 2007

**Review Date:** November 2010