

MAPLEDOWN SCHOOL

Disability Equality Scheme

MISSION STATEMENT

At Mapledown 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. The achievement of disabled students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Mapledown, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

PRINCIPLES

- Information will be collected on disability with regards to both pupils and staff and used to improve the provision of services.
- Pupil achievement is monitored by disability and trends or patterns in the data acted upon.
- All pupils at Mapledown will be encouraged to participate in school life and will be shown through representation in school events such as class assemblies and the school council.
- All bullying and harassment of disabled pupils and staff will be monitored and information acted on.
- Disability is portrayed positively in school books, displays and discussions such as circle time and class assemblies.
- The school will take part in annual events such as Autism Awareness week and MOVE celebrations to raise awareness of disability.
- The school environment is as accessible as possible to pupils, staff and visitors to the school.
- Information is available to parents, visitors, pupils and staff in formats which are accessible.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.

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'.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily 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 Eighteen 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 and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

THE DUTY

The Disability Discrimination Act 2005 places a general duty on schools, which 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 people;
- 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) and applies to all disabled pupils, staff and those using services provided by schools.

MONITORING

To meet the Disability Equality Duty, 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 should be monitored:

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

ADDITIONAL IMPLICATIONS 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.

Election of parent governors

The election of parent governors will now be 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 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.

CONSULTATION

Mapledown School has consulted with pupils, staff and service users in the development of our Disability Equality Scheme through the Governing Body, the School staff and the termly Newsletter.

MONITORING

Our annual staff and parents surveys provide information which we may use as evidence of ensuring compliance and maintaining our high standards. Our School Council and Trades Unions and other Professional Associations may provide us with additional feedback in this regard. The Deputy Head will report on progress and compliance at the termly Finance and Staffing Governor sub-committee.

Under these Equalities Duties the school has also audited provision and produced an Accessibility Plan (Nov 2018)

Review date November 2019