



Holte School

Disability Equality Policy

Lead member of staff:	S Ahmed (SENDCo)
Legislation Status: (Statutory/Non-Statutory)	Statutory
Local Authority Model Policy or School Written Policy:	School Written Policy
Required on school website:	Yes
Revision Date:	May 2023
Date Ratified By Full Governing Body:	June 2023
Signed By Chair Of Governors: Ms C Hardy	C Hardy

HOLTE SCHOOL

Disability Equality Policy

RATIONALE

The following scheme has been developed in consultation with disabled pupils, staff, parents and members of the school community who use the school facilities.

At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

- All children are entitled to the same rights without discrimination of any kind.
- All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
- All children have the right to survival and development.
- Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following article is protected and promoted through this policy – article 23.

CONTEXT

“A person has a disability if he has a physical or mental impairment which has a substantial or long-term adverse effect on his ability to carry out normal day-to-day activities”

This covers the following categories:

- Mobility
- Physical coordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger

The definition was amended under the 2005 Disability Amendment Act to

- Include all those with cancer or surviving cancer
- Include those with HIV or Multiple Sclerosis from the point of diagnosis
- Remove the requirement for mental impairment to be clinically recognised

There will be an overlap between those pupils with SEN and those with disabilities.

The Disability Discrimination Act (DDA) 1995 was amended with effect from December 2006 to place a duty on all public bodies to promote disability equality. From 4th December 2006 all secondary schools are required to have in place a Disability Equality Scheme. This must include:

- A statement of how disabled pupils, staff, parents and members of the community who may use school facilities have been involved in developing the scheme
- An Action Plan detailing the steps the school will take to meet the duty
- Arrangements for gathering information about performance of the school on disability equality e.g. pupil achievement, employment and retention of disabled staff
- Arrangements for assessing the impact of policies, procedures and practices of the school on disability equality and improving these when necessary
- Details of how the school is going to use the information gathered and how it will review the effectiveness of its action plan and prepare subsequent schemes
- The scheme must be reviewed and publicly commented upon each year and revised every three years.

AIMS

The School aims to meet its general duty through:

- Promoting equality of opportunity between disabled persons and other people
- Eliminating discrimination that is unlawful under the Act
- Eliminating the harassment of disabled persons that is related to their disabilities
- Promoting positive attitudes towards disabled persons
- Encouraging participation by disabled persons in public life
- Taking account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

PRACTICE AND PROCEDURES

In order to ensure the participation of disabled pupils, staff and parents in the annual evaluation and review of the scheme, a confidential disabled register will be kept by the Headteacher. Names will be included on this register only with the consent of the individual and will rely on self-identification of disability. This information will not be used for any purpose other than supporting the delivery of the Disability Equality Scheme.

MONITORING ARRANGEMENTS

Evidence will be gathered and analysed on an annual basis as part of the school cycle of self evaluation on the following:

- Achievement at the end of each key stage by pupils with disability
- Recruitment, retention and CPD of disabled staff
- The ten elements of the Inclusion Quality Mark
- Inclusion Quality Mark – Centre of Excellence annual assessment and review.

MANAGEMENT OF THE SCHEME

This scheme is implemented and managed by the Deputy Headteacher (Inclusion) and the SENDCo. The Governing Body has delegated the oversight, review and update of this scheme to its Personnel Committee.

REVIEW AND REVISION OF THE SCHEME

The scheme will be reviewed annually following consultation with disabled students, staff parents and community members who use the school facilities. The outcome of this review will be presented on the school's website and copies made available on request.

It will be formally revised every three years as part of the governing body's cycle of policy review