

**Dinglewell Junior School**  
**Disability Equality Scheme**  
**Review date: March 2025 (C&S)**  
**Next review: March 2028**

**DINGLEWELL JUNIOR SCHOOL**  
**DISABILITY EQUALITY SCHEME**

The Disability Discrimination Act 2005 required all public authorities, including primary schools, to produce and publish a Disability Equality Scheme.

The purpose of the Disability Equality Scheme is to improve equality of opportunity for all disabled people using the school. Dinglewell Junior School's Disability Equality Scheme will demonstrate how we as a school will ensure that the requirements of the Disability Discrimination Act 2005, Equality Act 2010, Children and Families Act 2014, and SEND Code of Practice: 0-25 years, are met.

**Introduction**

Dinglewell Junior School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourable in any procedures, practices or service delivery.

This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment.

Dinglewell Junior School recognises that *'disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole'*.

## **What do we understand by 'Disability'?**

*'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities (DDA 2005).'*

Disability Equality in Education (DEE) recommends that all pupils with Special Educational Needs be included as disabled for the purpose of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illnesses are also included.

In our school, people with disabilities include people with sensory impairment/any child with Special Educational Needs/ADHD and other disorders, as well as Aspergers and other syndromes/physical disabilities that may not also imply SEN. As well as a register of SEN, the school will maintain a register of disabilities in order to ensure that needs are known and appropriate provision is made.

## **How we will meet the general duty and specific duty**

The production of this Disability Equality Scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty (to produce a Disability Equality Scheme for our school).

### **The General Duty**

We will actively seek to -

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

The school will do this through -

- direct positive teaching, enlisting the support of disabled people as role models
- the creation of a culture and ethos that values ALL members of the school community and recognising the uniqueness of every individual
- providing appropriate support to enable disabled members of the school community to participate in all activities and fulfil their potential
- embedding our culture of openness and inclusion into every aspect of the school's work.

### **Involvement of Disabled People in Developing the Scheme**

Pupils, staff, parents, carers and disabled members of the community who may use school facilities are involved in developing the scheme and identifying actions, and the

school will seek to improve and develop its information gathering systems to improve access to the site and services.

To comply with the DDA requirements, we will consider in particular

- the educational opportunities and achievements of pupils
- the recruitment, development and retention of disabled employees

Gathering information will be an ongoing process. We will collect data about disability over time and analyse our policies and procedures in the light of our findings to prepare a Disability Action Plan (see Appendix 1). Progress against the plan will be monitored and further opportunities to promote equality will be included in subsequent Action Plans. The scheme will be published to all parents, carers and user groups.

### **Links between School Policies, The Accessibility Plan and The Disability Equality Scheme**

This scheme relates to:

- Access Plan to improve accessibility
- School Development Plan
- Equal Opportunities Policy
- Anti-Bullying Policy

## APPENDIX 1

### DISABILITY ACTION PLAN 2021-2024

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
Ensure effective inclusion on review of policies and documents.	Policies assigned to governor sub-committees.	Policies reviewed.	Ongoing	Inclusion effectively described through other policies.
Gather data on performance of pupils identified as having disabilities.	Compilation of results and progress data for focus group.	Data compiled, analysed and evaluated.	Ongoing	Register of disabilities and provisions maintained.
Consider provision of hearing enhancement system in classrooms if/when appropriate.	Plan for this if/when possible.	Hearing enhancement system provided if necessary.	Ongoing	Hearing enhanced.
Incorporate appropriate colour contrasting schemes to benefit pupils with impaired vision.	Seek LA advice when redecorating.	Accessibility improved for the visually impaired.	Ongoing	Physical accessibility of school improved.
Availability of written material in alternative formats.	Investigate LA Services and inform parents.	Written information provided in alternative formats.	Ongoing	Delivery of information to pupils/parents improved.