



Layfield Primary School

Disability Equality Scheme

March, 2018

Review date: March, 2019

1. Disabled people may be discriminated against in a number of different ways. These include discriminatory attitudes, a lack of accessible information, inaccessible environments and services that have not been designed to take account of the needs of disabled people. This policy is intended to ensure consistency across the school in terms of removing any discriminatory barriers for disabled people.
2. We recognise that all children have rights. The following Articles from the United Nations Convention on the Rights of the Child are particularly relevant to this policy:
 - [Article 2](#) (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
 - [Article 3](#) (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
 - [Article 4](#) (implementation of the Convention) Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.
 - [Article 12](#) (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
 - [Article 13](#) (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
 - [Article 23](#) (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
 - [Article 29](#) (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
3. At Layfield Primary we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to:
 - be an inclusive school, offering equality of opportunity and diversity when needed, to all groups of pupils within school,
 - provide a diversity of approach to the curriculum,
 - enable children to become confident, resourceful, enquiring and independent learners,
 - foster children's self-esteem and help build positive relationships with other people,
 - develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others,
 - help children grow into reliable, positive citizens.
4. All of which require us to have a commitment and proactive approach to tackling the issues of inclusion and discrimination.

5. Agreed procedure

The general duty to promote disability equality places a duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination 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.

6. The specific duty requires a designated public authority (which includes schools) to produce and publish a Disability Equality Scheme (DES), setting out how it will fulfil its general and specific duties to promote disability equality. Disabled people must be involved in the development of the Scheme.

7. The scheme accounts for consideration under the following headings:

- Access to the curriculum
- Participation and engagement
- Employment
- Access to information and services
- Physical Access

8. Please refer to policies and guidance around:

Accessibility

Equal opportunities

Inclusion

Special Educational Needs

Health and Safety

Attendance

Teaching and learning

Anti-bullying

9. Monitoring and review

Members of the school's governing body and senior management team will monitor and review the plan termly. The school governing body will present findings annually, to all members of the school community.

10. Evaluation of the plan will be incorporated into school self-evaluation, as will data giving information on the number of disabled pupils in the school, and their achievements.

11. This policy is reviewed annually by the Governors Resources Committee.

12. The Action Plan

Issue	Strategies	Monitoring
Access to the curriculum	<ol style="list-style-type: none"> 1. Monitor that the current positive behaviour policy continues to reflect the needs of all pupils. 2. Collect specific data relating to disabled pupils termly. Link to SEN Plans and targets. Link to CPM and standards meetings. 3. Staff involved in the DES and INSET provided as 	<p>Ongoing – SLT</p> <p>Termly input through whole school tracking procedures. Teacher and TA involvement. SENCo.</p> <p>Annual whole staff review. INSET needs responded to on</p>

	<p>appropriate, including the Inclusion development Programme.</p> <p>4. Disability Equality work developed in teams for pupils, as reflected in Whole school Curriculum plan.</p>	<p>termly basis and added to training plan.</p> <p>Whole school issue – evaluated by SLT</p>
Participation and Engagement	<p>1. Whole community given opportunity to respond to the DES.</p>	<p>Most current Consultation through LA questionnaire.</p>
Employment	<p>1. Continue to work within the current guidelines but be responsive to changing needs.</p> <p>2. Extend safer recruitment training to relevant staff/Governors as necessary.</p>	<p>Ongoing. Head Teacher and Governors to monitor.</p>
Access to information and services	<p>1. Ensure any 'new' venues for visits are assessed in line with current good practice.</p> <p>2. Reflect any needs in accessing information on VLE and school website.</p> <p>3. Medical needs information updated included in staff handbook and distributed as appropriate.</p>	<p>Head Teacher to monitor, whole staff involvement.</p> <p>SLT involvement as appropriate. Use of SICTU.</p> <p>Administration staff as appropriate</p>
Physical access	<p>1. Review of needs (through accessibility plan) Seek advice as necessary.</p>	<p>SLT Governors. Site manager.</p>