

Copthorne C.E. Junior School

Disability Equality Policy

~~July 2021~~ Approved July 2026
Review July 2028 (in line with the accessibility
plan)

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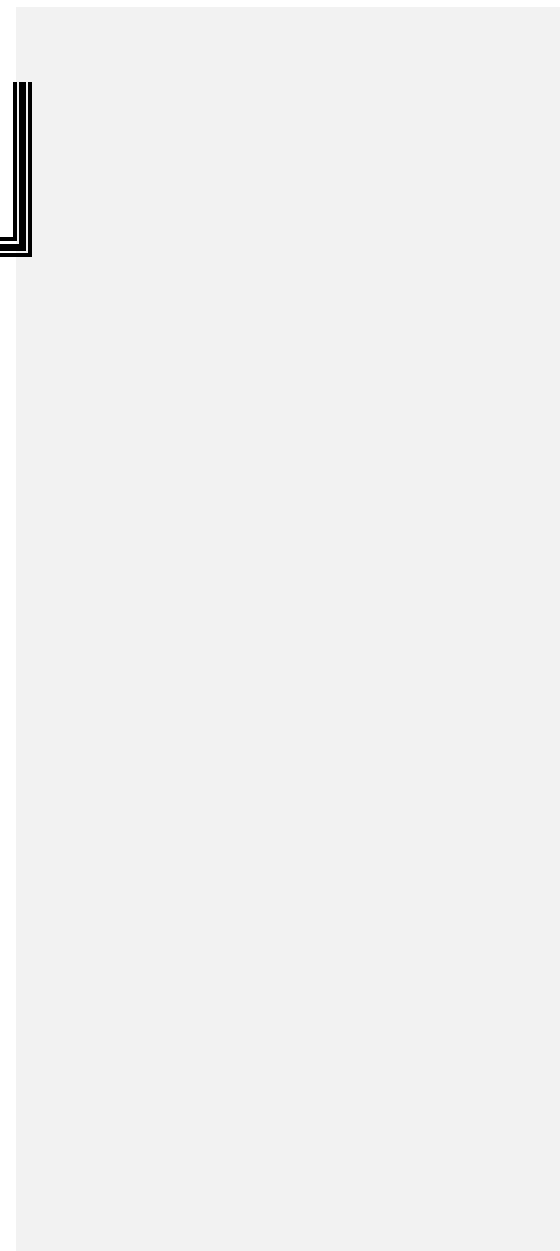
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Introduction

The school is committed to ensuring equal treatment to 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 favourably in any procedures, practices and service delivery. We strive to remove barriers to the progress of disabled pupils. We aim to give all children full access to the curriculum at school and to be able to participate fully in school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

The school's policies on Bullying, PHSE, Equal Opportunities and Equality and Diversity promote equality and respect for all regardless of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability, religious belief or other protected characteristics~~gender, race, colour, creed or impairment.~~

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

Duties under part 5a of the Disability Discrimination Act (DDA) require the Governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- Prepare and publish a disability equality scheme to show how they will meet these duties

This scheme ~~and the accompanying action plans~~ sets out how the governing body will promote equality of opportunity for disabled people.

The School Vision

Our Vision:

“Creating confident, curious learners with God's love”

Our Ethos:

The ethos of Copthorne Junior School is to work together to extend Jesus' model of the Kingdom of God on earth, by living out a lifestyle through the Christian values and according to His teaching. We are inspired by His message, His life and example through which God's unconditional love for all people is expressed. Recognising our historic foundation, we seek to preserve and develop the religious character of our school in accordance with the principles of the Church of England and in partnership with the local parish church and Chichester Diocese.

The school aims to serve its community by providing an education of the highest quality within the context of our Christian beliefs and practices. Inspired by these values we aim to provide an exciting, fun and stimulating environment, where all children feel happy, safe, and motivated to achieve greater things. We celebrate academic achievement as well as success in sport and art and encourage our children to do the very best they can, to be unafraid to question and challenge, and to learn to solve problems creatively.

Our Values:

At Copthorne Junior School we believe that our Christian values can be both the driver and the vehicle for our school improvement. Our values are rooted in the biblical message of God's love for us and how we in turn grow in our own expression of our own love for Him and for each other. “We love because He loves us first” (1 John 4:19). In working out the message of God's love, our school values are:

COURAGE, CREATIVITY, CONFIDENCE, COMPASSION and CURIOSITY

- Discussing the pupils' needs with parent/carers and agreeing how they should be addressed – on joining the school and periodically thereafter
- Responding to pupils' diverse needs and agreeing roles & responsibilities with parents/carers
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Setting suitable learning challenges

Equality Statement:

Our Equality Statement is based on the principles above and aims to ensure that:

'All pupils and members of staff at our School are provided with opportunities to fulfil their potential whatever their sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.'

Copthorne C of E Junior School is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability or mental impairment

- A physical or mental impairment includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.
- In regards to mental impairment, the need for it to be clinically well recognised has been removed.
- At Copthorne Junior School, all pupils with Special Educational Needs and those with long term medical needs, are ~~treated~~ included under the term as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

The General Duty

We will actively seek to:

- engage with parents/carers
- 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 disability.
- promote positive attitudes towards disabled persons. This means not representing people in a demeaning way, and it also means not pretending they do not exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- make reasonable adjustments to allow inclusion for all
- ensure all school employees are aware of the needs of pupils in their charge

How we will meet the General Duty & 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 i.e. to produce a Disability Equality Scheme for our school.

The main actions to be taken regarding the school premises to promote disability equality are described in the school's Accessibility Plan. This plan will run in conjunction with the School Development Plan and Buildings Development Plan and will be subject to regular revision and amendment.

Ensure the needs of all disabled pupils are understood and agreed with their parents/carers. Ensure the SENDCO is actively engaged in these discussions and that named school employees are suitably trained to deal with the needs of disabled pupils.

Provide guidance to parents/carers as appropriate and ensure children's support services are suitably engaged.

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments to the fabric of the school are described in the Accessibility Plan, however reasonable adjustments are also made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents/carers.

In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- The extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- The practicality of the adjustment
- The availability of financial assistance
- The financial burden of making the adjustment
- The size of the school
- The impact on other persons within the school notably pupils

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully:

- in the classroom
- in the school curriculum
- at all times and in all parts of the building

and when:

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents/carers of disabled pupils feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

- other children at the school are accepting of a child with a disability

The Scheme: The Specific Duty

General Duty Main Actions	Action
Promote equality of opportunity	• Reference school accessibility plan.

	- As an equal opportunities employer we would ensure that reasonable steps are taken to enable a member of staff with a disability to participate fully in school life - Actively seek views of pupils, staff and users of the school and ensure that these are discussed and recorded - Reference SEN policy. Utilise children's' support services
Eliminating Discrimination	- Ensure staff training includes consideration/implications towards any disability and that records of training are kept and updated - Ensure health and safety considerations are met and relevant training provided e.g. manual handling - Ensure policy review considers the impact of disabilities - Lesson planning considers full involvement of pupils with disabilities
Eliminating Harassment	- Reference anti-bullying policy - Reference PHSE RSHE programme of work Reference equality and diversity policy Reference behaviour in the workplace policy
Promoting positive attitudes	- There is a climate of respect for difference; we develop positive attitudes through constructive images of disabled children in resources and through the full inclusion of disabled pupils in all aspects of school life. - Staff actively encouraging understanding by pupils of the impact of disabilities on accessing the curriculum, promoting positive discrimination through Worship, RSHE Assemblies, PHSE and SEAL, disability awareness and other special awareness themed weeks which are is promoted in the curriculum.

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Encouraging participation in Public Life	• <u>Ensure opportunities are taken to provide positive role models of disabled people where possible</u> • <u>Ensure that pupils with disabilities are actively encouraged to participate in public events which the school are involved in.</u>
Taking steps to meet disabled peoples' needs, even if this requires more favourable treatment.	• Visitors to the school – practical steps are taken to ensure visitors' needs are met .eg. disabled toilet facility, disabled access parking in close proximity to the school, preferential seating when required, assigning a person to support where necessary. • Pupils – Ensuring that their needs and wishes are taken into account when making decisions regarding participation in school life. eg inaccessible location of computer suite – ensure pupils are able to use other stations with choice of peers if necessary, visual prompts and resources including visual timetables are used to facilitate access for all pupils. • Thorough risk assessments are undertaken as required and take full account of the needs of disabled children. (e.g. a named adult will provide 1 to 1 support as necessary). This includes school trips, attendance at clubs, etc. • Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability. • Laptops and ipads are available for individuals to use. • Pupil voice <u>from pupils representative of the whole school community</u> is collected through class observations and in discussions with teachers and pupils. • Multi-agency work ensures that the school is supported by advice and individual programmes from the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Social Workers and Family Support Workers, Education Welfare Officer and other medical professionals. • Staff working with pupils with disabilities receive appropriate training for example developing awareness and understanding of children with ASD, behaviour management, developing awareness and understanding of children with speech and language needs, dyslexia –

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	friendly classrooms, delivering occupational therapy to individual children. • Parents/carers – full engagement, agreeing roles and responsibilities • Refer to first-aid/medicine policy.
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Information gathering to support monitoring and review

The school collects data to help monitor the impact of its policies. Data collected with reference to this policy will include information on:

- Pupil Achievement, data analysis, pupil progress meetings, IEP-ILP reviews
- Learning Opportunities - i.e. take up of courses/external visits
- Exclusions
- Social Relationships
- Employing, promoting and training disabled staff
- Communication with pupils, parents, staff and users of the school

The policy and scheme will be published on the school web site and be made available on request.

The governors will align the accessibility plan and disability equality scheme so that they will be reviewed and amended at the same time.

Policy agreed : July 2021