



St Ethelberts Catholic Primary School

Disability Discrimination Scheme

"I serve Jesus with my body, heart, mind and soul."

Serviam means 'I serve'. Jesus Christ has taught us that it is more blessed to serve than to be served. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

This scheme should be read in conjunction with:

- Equality Policy
- Safeguarding Policy
- Teaching and Learning Policy
- Mission Statement.

'The main aim of the Disability Equality Duty is to get public authorities to think and act proactively on disability equality issues from the start. This will help them to identify from the beginning, where and how, unnecessary barriers are created to the equal participation of disabled users of their services as well as current and potential employees.'

St Ethelbert's aims to promote equality and human rights for all, working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.

St Ethelbert's Safeguarding Policy procedures will be adhered to at all times.

Rationale

Impairments and health conditions take many forms and people are affected in different ways. Even if your impairment or condition is not obvious and you do not describe yourself as disabled you may still have rights. The DDA was created to protect people from discrimination. It provides people with rights and places duties on employers and those providing services to the public.

Definitions of Disability

1 You have '**a physical or mental impairment**'.

– **Physical impairment** covers a number of conditions that affect the body such as arthritis, hearing or sight impairment, diabetes, asthma, epilepsy, conditions such as HIV, cancer and multiple sclerosis, as well as facial disfigurement.

– **Mental impairment** covers learning disabilities and mental health conditions, such as depression and schizophrenia.

2 The impairment has '**substantial**' and '**long-term**' negative effects on your ability to carry out normal '**day-to-day activities**'.

– A **substantial** impairment will make it more difficult and time consuming for you to carry

out an activity compared to someone without the impairment.

– **Long-term** means that your impairment has lasted or will last for 12 months or more, or for the rest of your life.

– **Normal day-to-day activities** involve mobility, manual dexterity, physical co-ordination, continence, ability to lift and carry everyday.

At St Ethelbert's the above relates to pupils, parents and staff and to other members of the wider community who might use or visit the school.

In complying with the duty to promote disability we shall have due regard for

- promoting equality of opportunity
- eliminating unlawful discrimination
- eliminating disability-related harassment
- promoting positive attitudes towards disabled people
- encourage those with disabilities to participate
- taking steps to take into account people's disabilities even where that involves more favourable treatment.

How we have developed this scheme:

1. We have updated our accessibility plan-appendix 1
2. We have sought the views of parents carers and their families through our parental questionnaire
3. We have sought the views of parishioners through the Church via questionnaires
4. We have consulted the pupils via the school council and questionnaires.

How we will gather information on the effect of the practices:

1. We will discuss the accessibility plan at Governor meetings to ensure it is up to date and being actioned
2. We will feed back to the parents and carers regarding the parental questionnaire findings and ensure that any effects are reported in future questionnaires
3. The Chair of Governors/Parish Priest will include any findings in the parish newsletter.
4. There will be regular reporting slots at school council meetings.
5. We will seek feedback from disabled employees and those applying for posts regarding recruitment.
6. We will gather information about new pupils/parents/carers as part of school admissions
7. Staff, parents and pupils already in the school will be given the opportunity through staff meetings and the SENCo to share any conditions that might develop.

All information gathered will be discussed at governor meetings and fed back to the Full Governing Body. The Full Governing Body will then be asked to analyse/evaluate/assess the impact and identify further developments.

Education and Disability.

Currently the school analyses data and tracks pupils of all abilities. Within this remit we will now add disability (as defined above) to our AEN categories to ensure that current practices and policies affect opportunities and achievements positively.

In addition other aspects such as whether disabled children

- Hold posts of responsibility
- Achieve satisfaction and enjoyment at school
- Transfer to selective schools
- Are able to participate fully in trips and clubs.

This will be closely monitored.

All information gathering will be an ongoing process to ensure that the correct action is undertaken.

St Ethelbert's will report on the progress being made annually through the school profile and also through the head teacher's report to Governors, stating:

- How the information was gathered
- How the information was used
- The status of the action plan.

Headteacher
Review January 2018