



## LANGTOFT PRIMARY SCHOOL

### Promoting Disability Equality Policy

**Article 2 (Universal and Unconditional) All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis**

#### 1. Introduction

- 1.1 Langtoft Primary School is committed to ensuring equal treatment for all its pupils, parents/carers, employees and any others involved in the school community who may have any form of disability. It will ensure that disabled children and adults are not treated less favourably in any of its procedures and practices.
- 1.2 The school will not tolerate harassment of children or adults with any form of impairment. This also includes pupils who are carers of disabled family members or parents/carers.
- 1.3 The school acknowledges that reasonable adjustments for disabled pupils, staff and parents/carers are essential to support children in achieving the school's aims and fulfilling its values.
- 1.4 The policy forms part of a group of policies relating to the safeguarding of children.

#### 2. Aims

- 2.1 In order to meet the general duties of the Disability Discrimination Act (DDA) 2005 and the Equality Act 2010, Langtoft Primary School aims to;
  - promote equality of opportunity between disabled people and other people
  - eliminate direct or indirect discrimination
  - eliminate harassment of disabled people that is related to their disabilities
  - promote positive attitudes towards disabled people
  - encourage participation by disabled persons in public life and
  - take reasonable steps to take account of disabled persons' disabilities, even where that involves treating disabled people more favourably than other people

#### 3. What is 'disability'?

- 3.1 The term 'disabled' refers to someone who has a physical or mental impairment which has a substantial and long-term, adverse effect on his or her ability to carry out normal day-to-day activities. (Source, Disability Discrimination Act 2005, Section 1, found at <http://www.legislation.gov.uk/ukpga/1995/50/section/1>)
- 3.2 The DDA definition of impairment is used to include hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as physical impairment (which includes sensory impairment) and mental impairment (which includes learning difficulties) and an impairment resulting from or consisting of a mental illness.
- 3.3 An impairment does not itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered. In relation to normal

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day-to-day activity the test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following;

- mobility, manual dexterity, physical co-ordination, continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

A broader definition of disability includes;

- people with cancer or surviving cancer
- people with HIV and Multiple Sclerosis

- 3.4 The term 'disabled' is not interchanged with the phrase 'special educational needs' (SEN) although it is appreciated that many pupils with SEN may also have disabilities. Equally, disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of the SEN definition.

#### 4. Roles and Responsibilities

- 4.1 It is the responsibility of every individual within the school community to treat people with respect, regardless of their disability status.

#### The role of the Governing Body

- 4.2 In order to meet specific duties under the DDA 2005 and the Equality Act 2010, the school will;
- gather evidence to inform action by monitoring the recruitment, development and retention of employees, and gather information on the effect of policies and practices on the educational opportunities and achievement of disabled pupils
  - assess the impact or likely impact of its policies and practices on equality for disabled people

#### 5. Policy into practice

- 5.1 **Learning.** All pupils are taught according to need.
- 5.2 **Environment.** Internal ramps exist providing any wheelchair users/persons with walking aids access to the school. A toilet with facilities for people with disabilities is available.
- 5.3 **Eliminating harassment and bullying.** The school has adopted Local Authority policies on harassment at work. The school's *Anti Bullying Policy* is regularly monitored and reviewed by staff, pupils and governors. Parents' views are taken into account.
- 5.4 **Developing a voice for disabled pupils, staff and parents/carers.** Pupils and their parents will have a direct voice through review of Learning Passports and EHCP Annual Reviews with the SENDCo. Staff will be able to comment in the Staff Questionnaire.
- 5.5 **Removing physical barriers.** See the school's *Accessibility Plan*.
- 5.6 **Reasonable Adjustments.** The school will be successful in making reasonable adjustments so that disabled persons can, wherever possible, participate fully in the classroom, in the school curriculum and at all times and in all parts of the building. Furthermore, when disabled persons feel part of the life of the school, are included by their peers in all parts of



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school life, when parents and carers of disabled pupils feel their child is part of the life of the school and when staff feel confident in working with disabled pupils.

- 5.7 **Awareness of policy.** Parents/carers and pupils should know that the school has an Equal Opportunities Policy and is committed to equality of opportunity for all. A copy of the policy is made available to parents/carers on the school's website and as a paper copy on request.

Appendix A will support 5.7.

## 6. **Monitoring and review**

- 6.1 The effectiveness of the *Promoting Disability Equality Policy* is monitored and reviewed by the governing body through;
- monitoring the progress of groups of pupils and comparing it to the progress made by other pupils in the school
  - monitoring the staff appointment process so that no-one applying for a post at the school is discriminated against
  - requiring the headteacher to report to governors on an annual basis on the effectiveness of the policy
  - taking into serious consideration any complaints regarding discrimination issues from parents/carers, staff or pupils
  - monitoring other policies relating to safeguarding
- 5.2 The policy will be reviewed in December 2025 by the Well-being and Provision Committee.



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## Appendix A

### Check list for school staff and governors with regards to disability

Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?

Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?

Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events, the Rights Respecting School Council and other school ambassador roles?

Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?

Is disability portrayed positively in school books, displays and discussions such as PSHE, assemblies, throughout the curriculum and in circle time?

Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?

Are procedures for the election of parent governors open to candidates and voters who are disabled?

