

# **St. Anthony of Padua Catholic Primary School Disability Equality Scheme**

Our mission as a Catholic School, is to inspire all children to achieve their full potential in the living love of Christ

## **Introduction**

St. Anthony of Padua Catholic Primary School is committed to the principles of equality and diversity for everyone.

This scheme has been formulated in consultation with disabled and able-bodied pupils, parents, staff and Governors.

Consultation has taken the form of:

Discussions

Meetings

Website

Questionnaires

Training

This scheme should be read in conjunction with our following Policies and Action Plans

Racial Equality

Equal Opportunities

Inclusion

Accessibility Plan

SEN

Medical

## **Definition**

**“ a physical or mental impairment which has an adverse effect on a pupil or person’s ability to carry out normal day to day activities. This includes hidden disabilities such as epilepsy, diabetes, mental illness, learning difficulties or sensory impairment.”**

### **The effect must be**

Substantial

Long Term-at least a year

Adverse

### **Categories of impairment include:**

Mobility

Manual Dexterity

Physical Co-ordination

Continence

Ability to lift/carry everyday objects

Memory or ability to concentrate, learn or understand

Perception of risk or physical danger

**It is our general duty to:**

- promote the equality of opportunity for every disabled person: pupils, staff, parents, carers and others who use or may wish to use our school
- eliminate unlawful discrimination
- eliminate harassment
- promote positive attitudes towards disabled people
- encourage the participation of disabled pupils, parents, staff, governors and the community in school and public life
- make reasonable adjustments for disabled people even if this means more favourable treatment

**It is our specific duty to:**

- prepare and publish a disability equality scheme to show how we will meet these duties
- produce an action plan and report annually on information obtained and action taken
- to set up a focus group which includes disabled people to collaborate with regard to the drawing up the policy
- to identify disabled pupils and monitor their progress
- monitor disabled pupils attendance at extra curricular activities
- encourage recruitment and retention of disabled staff
- review and revise the policy every three years
- assess the impact of policies on disabled pupils and staff

**Data Collection:**

- The above was sent out to parents/carers in the Spring Term 2013 along with a parent questionnaire.
- Minutes of the staff meeting where the Disability Scheme was discussed, record requests for staff to declare in confidence whether they considered themselves to be disabled and what barriers they encountered
- Minutes of the Governors meeting where the Disability Scheme was discussed, record requests for Governors to declare in confidence whether they considered themselves to be disabled and what barriers they encountered.
- School Council meeting where the Disability Scheme was discussed

**Consultation:**

- One parent replied to the questionnaire and identified problems their child encountered.
- One parent replied to the questionnaire with ideas as to how school could carry out their duties regarding the scheme

- No staff declared a disability
- One Governor replied to the questionnaire with ideas as to how school could carry out their duties regarding the scheme
- No Governors declared a disability
- School Councillors agreed the scheme and understood what was meant by a disability. They felt they didn't have any disabilities, but were aware of others who had. They were aware of the strategies the school had to support those with disabilities.

**Identified Barriers:**

- No specific barriers identified

**Priorities:**

1. Support for child with sensory impairment/learning difficulties
2. To raise awareness and develop relationships

**Action:**

**Priority 1**

- To arrange support from outside agencies – Speech Therapy
- Use of recommendations from Educational Psychologist re: support for pupils
- To arrange assessments to establish child's needs
- To adapt the curriculum and teaching methods where necessary.
- To hold regular meetings with parents to keep them updated
- To be flexible regarding clothing worn at school eg clothing in a fabric /style child would find less irritating
- SENCO to co-ordinate the above
- Consult with Governors
- Review

**Priority 2**

- Raise staff awareness re: staff meetings and reminders
- Raise awareness of all stakeholders re: posters around school, website, newsletter, screen in entrance hall etc
- Screen in entrance hall/ website/ stalls at Parents Evening to inform parents about accessing support groups etc
- To develop relationships with a range of organisations
- Encourage more people with disabilities to contribute to the life of the school.
- Consult with Governors
- Review

## **Monitoring:**

### **Priority 1**

- Have assessments taken place?
- Have child's needs been established?
- Has support been arranged?
- Has there been regular contact with parents?
- Has the curriculum/ teaching methods been adapted?
- Have allowances been made re: uniform

### **Priority 2**

- Have posters been purchase and displayed around school?
- Is information shared via the website, newsletter etc?
- Are organisations invited into school to raise awareness?
- Are information stalls in evidence at Parents Evenings?
- Are those with disabilities encouraged to come into school?

### **Review Date:**

March 2017

This policy was reviewed in **March 2015 following consultations with various stakeholders**

**Senior Member of staff responsible – Headteacher**

**Designated Staff Member - Mrs E Rhodes**

**Governor – Mrs. D. Hart**