



Disability Equality Scheme

Reviewed by: Well-being Committee

Version: 1

Reviewed on: November 2007

Adopted by FGB on: 3rd December 2007

Signed by:

A handwritten signature in red ink, appearing to be 'J. Williams', is written over the signature line.

(Chair of Governors)

Next Review Date:

Ysgol Treffynnon

Disability Equality Scheme

1. Rationale

The school is committed to ensuring equal treatment of all members of the school community and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school will not tolerate harassment of disabled people.

These principles also underpin related policies at the school, particularly the Equal Opportunities Policy and the Racial Equality and Cultural Diversity Policy.

In terms of this scheme, 'disability' is defined as any physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out specific day-to-day activities.

The high quality of support for SEN pupils is a particular inclusive strength of the school. The governors are anxious to achieve good progress in terms of improving disabled access to the school building within the terms of the School Accessibility Plan.

2. The General Duty

We will actively seek to:

- 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 disabilities
- promote positive attitudes towards disabled persons –This means not representing people in a demeaning way, and it also means not pretending they don't 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.

- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

3. 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.

These actions include priorities to increase access to the curriculum, the physical environment and the provision of information. This includes directly asking pupils with disabilities to be invited to meetings of the Student Council.

We will also take steps wherever possible to enable children with disabilities to participate in lunchtime activities, out-of-hours activities and school trips. We will also assess the degree to which children are able to participate in all aspects of school life and how well children are achieving socially and academically.

3.1 Involvement of Disabled People in Developing the Scheme

In developing the scheme and its associated action plan, we will take account of the views of disabled pupils, parents and disabled members of the wider community served by the school. These groups will also be engaged in the monitoring of progress on the associated action plan.

3.2 Governing Body

The governing body will actively encourage disabled members to join and serve as governors. The Student Support Committee of the governors will have a particular responsibility for reviewing this scheme.

3.3 Removing barriers

The school has a Disability Accessibility Plan that is subject to annual review. The prime purpose of this plan is to identify and remove any barriers to the inclusion of disabled persons in the activities of the school.

3.4 Curriculum Aspects

We will seek to develop positive attitudes to disability through our PSHE programme and our programme of assembly themes.

3.5 Elimination of harassment and bullying

The school has an Anti-Bullying Policy that is implemented in order to ensure that disabled persons are not subject to harassment and bullying within the school community.

3.6 Reasonable Adjustments

Reasonable adjustments will be made through the terms of the Disabilities Discrimination Act. These will be monitored and evaluated by the Governors Student Support Committee.

3.7 Performance and Evidence

The school will have in place arrangements for gathering information about performance of the school on disability equality. These arrangements fall within the categories of; pupil achievement, curriculum policy, transitional arrangements and professional development of staff.

3.8 Monitoring, Evaluation and Impact Assessment

The school will assess and prioritise the impact, or likely impact, of all existing and new policies and practices on disabled people. The school will develop a timetable for this process.

3.9 Action Planning

The school will develop a 3-year action plan for the implementation of this scheme. A reference group will be formed to carry forward this work, consisting of a governor, a teacher, a member of the support staff, a pupil and a parent. Where possible, disabled persons will be encouraged to have representation on this group.