



St. Wilfrid's Catholic School Disability Equality Scheme

Definition

The Disability Discrimination Act defines a disabled person as 'someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'

The General Duty

- To promote equality of opportunity
- To eliminate discrimination
- To eliminate harassment
- To promote positive attitudes
- To encourage participation
- To take steps to meet individual need

Annual Staff INSET reinforces the school's responsibilities in respect of the DDA, considerations of which are integral to the school improvement process. Key policies, notably the Anti-Bullying, Inclusion and Teaching & Learning policies aim to eliminate harassment and increase access to the curriculum. Positive attitudes towards disabled people are fostered via the school's Christian mission and inclusive ethos; achievements of disabled people are celebrated in assemblies and in display, and positive perceptions encouraged throughout the curriculum. The participation of disabled students in the extra-curricular life of the school is monitored by Subject Leaders/SENCO. Individual students' needs are prioritised as part of the school's commitment to ECM.

The Specific Duty

1. Increasing access for disabled students to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits:

- INSET/CPD opportunities ensure that teachers and teaching assistants acquire the knowledge and skills necessary to teach and support disabled students;
- TAs are deployed in a generic and/or subject specific capacity to support disabled students;
- Classroom practice ensures that learning opportunities are personalised to meet individual needs;
- The Learning Support database allows staff easy access to comprehensive baseline data ;
- Planning and Review meetings (PARM) and in-house *pre* PARM meetings ensure that interventions for disabled students are strategic and subject to rigorous monitoring, evaluation and review;
- Access arrangements for disabled students are planned in advance of public examinations and key school examinations/assessments;
- Attendance and exclusions of disabled students are monitored by Year Leaders/SENCO;
- Disability access considerations are embedded in the SIP/DIPs and monitored as part of the school improvement process;
- The DDA Link Group has responsibility for ensuring that barriers to participation are identified and measures taken to overcome them. It is also charged with sharing good practice.





- 2. Improving access to the physical environment of schools.** This covers improvements to the physical environment of the school and physical aids to help access education
- *New school opened May 2009* – the building complies with legislation in respect of disability access considerations; the Premises Manager is responsible for ensuring the integrity of the *physical* environment for disabled students
 - The Learning Support Department/SENCO is responsible for co-ordinating access to physical aids as and when required. The needs of disabled students are prioritised
- 3. Improving delivery of written information to disabled students.** Information published by the school should take account of students' disabilities, and students' and parents' preferred formats and be made available within a reasonable time frame.
- The quality of subject specific information, including text books, in relation to the needs of disabled students is the responsibility of the Subject Leader
 - The quality of non subject specific information in relation to the needs of disabled students, for example the school prospectus, is the responsibility of the appropriate line manager
 - Services available through the LA for converting written information into alternative formats are utilised on request

How are disabled students identified?

Students are identified on the Learning Support Register (SEN/AEN)

How are the needs and views of disabled students and their parents identified and sought?

Individual needs and views are identified and sought as part of regular home/school liaison, at Annual Review and PARM meetings and via an annual 'Access Questionnaire' sent to disabled students and their parents. The needs and views of disabled students and their parents at the point of transition from KS2 are accommodated via a rigorous transition process.

How are disabled students and their parents involved in the preparation and implementation of the Disability Equality Scheme?

It is intended that disabled students and their parents are *represented* on the DDA Link Group. Consideration is currently being given as to how this might be done. The DDA Link Group comprises a staff representative from each department, a governor and the SENCO. It meets termly and is convened by the SENCO.

Karen Hardy AHT/SENCO (May 2011)

Policy ratified at the S&C Committee Meeting on 5.7.11

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