



# **Sacred Heart Catholic Voluntary Academy**

## **Disability Equality Scheme**



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## **Mission Statement**

WHAT WOULD JESUS DO? DO WHAT JESUS DID!!

Our Mission:

To make good choices in all areas of our lives, using Jesus as our role model.

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## **Check list for school staff and governors**

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- 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 such as class assemblies and the school council?
- 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 circle time and class assemblies?
- 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?

## **The Disability Equality Duty (DED)**

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### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

### **The Duty**

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

## **The Disability Equality Duty (DED)**

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### **Monitoring**

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

### **Additional implications for schools**

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not

be able to refuse a job because, for example, it may take longer to pick up disabled students.

## **The Disability Equality Duty (DED)**

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### Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

## **Involvement and consultation**

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It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Sacred Heart has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- Consultation with parents of disabled pupils to determine their priorities for the school with regard to disability equality over the next three years.

## **Making things happen**

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In order to ensure that action is taken to meet the Disability Equality Duty, Sacred Heart has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

## **Good practice examples**

- Promoting equality of opportunity between disabled people and other people.
  - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;

- Ensuring that the talents of disabled pupils are recognised and celebrated.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
  - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
  - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people.
  - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

## **Making things happen**

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- Promoting positive attitudes towards disabled people:
  - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
- Encouraging participation in public life by disabled people.
  - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.