



ST CLEMENT'S HIGH SCHOOL

Disability Policy

This document is taken from the West Norfolk Academies Trust Equality of Opportunity Policy (24th September 2014).

Equality of Opportunity Policy

Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are. This policy outlines the commitment of the staff, Governors and Trustees of West Norfolk Academies Trust to ensure that equality of opportunity is available to all members of the school community.

These include:-

- Pupils
- Teaching staff
- Support staff
- Parents
- Trustees
- Governors
- Visitors to the school
- Students on placement

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the Headteacher.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:-

- Ethnicity
- Gender (including Transgender)
- Social background
- Ability/Disability
- HIV/AIDS
- Belief
- Age

- Marital status
- Nationality/Citizenship
- Sexual orientation.

Ethos and Atmosphere

The Trust is aware that those involved in the leadership of the school communities are instrumental in demonstrating mutual respect between all members of the school community.

- There should be an 'openness' of atmosphere which welcomes everyone to the school.
- Pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- Wherever possible access to all areas of the school (buildings and grounds) will be for all persons.
- Provision is made to cater for the spiritual needs of all pupils through planning of both assemblies and classroom activities.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme).
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

The Taught Curriculum

The Trusts aims to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum 2000.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we will:-

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and the setting of challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials which reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
 - Promote attitudes and values which will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any inconsistencies are identified and dealt with.

Resources and Materials

The provision of good quality resources and materials within the Trust is a high priority. These resources should:

- Reflect "the reality of an ethnically, culturally and sexually diverse society."
- Reflect a variety of viewpoints.
- Show positive images of males and females in society, including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Include materials to raise awareness of equal opportunity issues.
- Be equally accessible to all members of school community consistent with health and safety.
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality.

Language

We recognise that it is important within the Trust that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self-esteem.
- Uses the correct terminology when referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.

Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group in order to provide a balance appropriate to the activity.

The Trust is aware that our environments are not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures. We do this by:-

Extra-curricular provision

It is the policy of the Trust to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball. We try to ensure that all such non staff members who have contact with pupils adhere to these guidelines.

Provision for Bilingual pupils

We undertake at the Trust to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:-

- Traveller children.
- Those from refugee families.
- Pupils whose home language is not a standard form of English.
- Pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.

Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), the Disability Equality Duty (2005) and the Equality Act (2006).

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

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 impact on his/her ability to carry out normal day-to-day activities.

Legal Duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and 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.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them.
- Review and revise this Scheme every three years.