



Malmesbury School

DISABILITY EQUALITY SCHEME

Promoting Disability Equality

This scheme operates to ensure each and every person at our school 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 is treated without disadvantage.

Disability equality is at the forefront of our policy development and over time will ensure that equality for disabled children and adults will be woven into the culture of our school in practical and demonstrated ways. According to the Equality Act 2010, a disability is “a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities”. This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our scheme has been developed through the involvement of representatives of the people it is intended to support. Each academic year, the scheme will be revisited by the SENDCo with representatives of the disabled children (and/or their parents), young people and a range of staff from the school (for example, Head teacher, Teaching Assistant, Emotional Literacy Support Assistant, SEND Governor, Bursar, Health and Safety Officer. (A record of this revisiting will be reported to the Governing Body). The scheme will be reviewed every three years.

We will maintain information about all our school members whose impairment affects:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

We will embrace all disabilities including those due to:

- Cancer
- Diabetes
- Epilepsy
- HIV
- Multiple Sclerosis
- Hearing or Sight impairments
- Mobility Difficulties
- Mental Health or Learning Difficulties

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This scheme is also referred to within the Policy for the Administration of Medicines to ensure the medical needs of disabled persons within the school are being met.

Responsibility for this scheme will be shared between the school SENDCo and the member of the senior leadership team responsible for health and safety. The scheme will be approved by the headteacher and the governing body of the school.

Monitoring Disability Equality

We will ensure that matters of confidentiality are dealt with appropriately. We will ensure parents/carers and members of staff understand which impairments and health conditions meet the definition of disability and why it is important that school has information about disability and health conditions.

In order to monitor the effectiveness of our policies and practices we will give all staff members the opportunity to raise personal issues throughout the school year. (See Annex 2)

We will make sure students feel comfortable in school and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition. (See Annex 3)

When admitting new students to the school we will ensure information about disability is shared.

When appointing new staff we will ensure that our arrangements for recruiting, developing and retaining disabled employees promote equal opportunities.

The school will collate information about the recruitment, development and retention of disabled employees. Relevant information will be reported to the Governing Body. An annual report to governors will include an evaluation of the efficacy of the school's arrangements for Disability Equality.

The SENDCo will collate information about the educational opportunities available to and achievements of disabled pupils based on data collection and on pupil/parent interviews, and retain a record of this information on file. The results will be reported in the annual report to the Governing Body and incorporated into the minutes of the Governing Body Meeting.

Developing Disability Equality

An Annual Access Plan will be produced. In producing this plan there will be involvement of representatives of anyone in school 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 Access Plan will incorporate success criteria against which progress will be measured.

A key feature of the evaluation of our developing disability equality scheme will be its impact on disabled children and adults. Impact assessments will be an essential element of our review process and will focus on the extent to which we have taken the right actions and the extent to which school activities do not inadvertently disadvantage disabled pupils, employees, parents and carers and any other disabled people using the school's facilities.

All Access Plans will incorporate a timetable for action. Specific goals will be set for improving the educational attainment of disabled pupils though regard will always be given to the extent to which the gap between disabled and non-disabled children can reasonably be achieved in the case of those disabled pupils who also have special educational needs.





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Impact Assessment

As well as evaluating the actuality of the impact of our policies and practices we will seek the perceptions of disabled pupils and their parents and the perceptions of disabled adults. This will be undertaken in the following ways:

- The impact of policy and practice will be monitored against the stated goals of the initial DES and the subsequent Annual Action Plans.
- School Leadership will evaluate the impact of policy and practice using the published success criteria.
- School Governance will formulate a response to the progress made and the impact of policy and practice and their views will be taken into the record of a Governors' Meeting.

A decision will be made each year by the headteacher and governing body, as to the method of gathering the perceptions of disabled pupils and/or their parents and members of staff. Whether the decision is to speak to all disabled members of staff or whether it is to carry out a survey, the outcomes will be recorded, considered by Leadership, reported to Governors and acted upon accordingly.

Action Planning

Records of the initial Disability Equality Scheme will be maintained, as will subsequent Annual Action Plans. The Disability Equality Scheme will be reviewed and updated every three years.

Involvement of parents, carers and pupils will be maintained throughout the school year.

The response of the Governing Body will be contained in the public minutes of meetings of the Governing Body.

Every effort will be made to use plain language in the Action Plans to secure maximum clarity and understanding:

Objective	Action	Performance criteria	Monitoring/Evidence collection/Evaluation of impact
What is to be achieved and by when?	What needs to be done to reach the objective and by whom?	How will we know when we've got there?	What will be our evidence? By whom and when will the evidence be scrutinised? By whom, when and how will impact be evaluated?

This policy will be reviewed in 2022

November 2019





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The following annex's are confidential under the data protection act, the actual information is held by the school.

Disability Equality Scheme Annex 1

Name	Staff member/Pupil/Parent/Community Member

Signed:

Lead Professional for DES

Date presented to Governors:

Disability Equality Scheme Annex 2

Record of discussions with disabled staff member or other adult

This record may be completed by the individual school member, or by the staff member conducting the discussion.

If issues of confidentiality arise the record may be completed anonymously and coded for accountability purposes.

Name (or reference code):	
Date	Discussion

Date reported to Governors:





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Disability Equality Scheme Annex 3

Record of discussions with disabled pupil or other young person

This record may be completed by the individual school member, their parent or carer or by the staff member conducting the discussion.

If issues of confidentiality arise the record may be completed anonymously and coded for accountability purposes.

Name (or reference code):	
Date	Discussion

Date reported to Governors: Disability Equality Scheme Annex 4: Action Plans

Objective	Action	Performance criteria	Monitoring/Evidence collection/Evaluation of impact
What is to be achieved and by when?	What needs to be done to reach the objective and by whom?	How will we know when we've got there?	What will be our evidence? By whom and when will the evidence be scrutinised? By whom, when and how will impact be evaluated?

Date presented to Governors:

