

**Wensum Junior School**

**Equality Policy & Procedures**

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| **Approved by:** | Transition Board |  |
| **Last reviewed on:** | September 2023 | |
| **Next review due by:** | September 2025 | |

**At Wensum Junior School we believe in our key values - honesty, kindness and respect and we work together to give all children a place to thrive.**

At Wensum Junior School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored, and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Wensum Junior School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This scheme should be read in conjunction with our policies for Anti-bullying, Behaviour, and SEND.

Statements of current and planned practice for staff and governors

Information is collected on disability with regards to both children and adults. Data will be collected and analysed in September each year. The information gathered will be used to improve the provision of our services and to ensure equality of opportunity.

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

Wensum Junior School consults with disabled pupils, staff and service users in the development of our Disability Equality Scheme through staff meetings, governors meetings and School Council.

Gathering Information

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. At Wensum Junior School, the following information is monitored:

* How many disabled children in school/what impairment groups represented/ not represented.
* How you collect information on disability of new pupils as part of admissions e.g. ‘does your child have any learning difficulty, medical need or disability’.
* Achievement of pupils by disability
* Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.), staff who have rights under the DDA
* Attendance at extra – curricula activities
* Involvement in educational visits
* Behaviour Logs/Serious incident book
* Participation in assemblies/school council
* Participation in class/positions of responsibility in class/school
* Any feedback from surveys
* Attendance
* Exclusions

Data will be monitored by ensuring that the attainment and progress of each child with a disability is monitored against the average progress and attainment of children in our school. If our assessment suggests that disability is affecting children’s progress, targets will be set and individual learning plans will be developed.

The career development, performance and well-being of disabled members of staff will be reviewed during year. If disability is adversely affecting staff, reasonable steps will be taken to address the affects and support the member of staff.

Participation of disabled children and adults in the life of our school is important. This will be demonstrated as follows:

* The governing body will encourage and facilitate the inclusion of disabled adults.
* School events (open days, outings) will be fully inclusive. Attendance of disabled children and adults will be monitored.

Bullying & Harassment of disabled children and adults is monitored by:

* Asking all staff in well-being interviews if they feel they are being bullied or harassed in any way.
* Asking adults accessing our services if they feel that they, or their children have been bullied or harassed in any way.

Disability is portrayed positively in children’s books, displays and discussions such as circle time.

The environment is as accessible as possible to children and adults. Open days and other events which parents or carers attend are held in an accessible part of School. The school’s accessibility plan shows how improvements will be made to the environment.

Information will be made available to adults in formats which are accessible if required. The SLT will explore possibilities for development and publicity of this provision.

Elections for parent governors are open to candidates and voters who are disabled.

**Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act 2010, the school aims to advance equality of opportunity by:

* Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have.
* Taking steps to meet the particular needs of people who have a particular characteristic.
* Encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the school will:

* Publish attainment data each academic year showing how pupils with different characteristics are performing.
* Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
* Make evidence available identifying improvements for specific groups.
* Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils.

**The Disability Equality Duty (DED)**

#### 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’.

We do not interchange **the term disabled** with the phrase **special educational needs** although we appreciate that many pupils with SEN will also have disabilities.

We use the DDA’s definition of **impairment to** include **hidden impairments** such asdyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

* *‘physical impairment’* which includes sensory impairment;
* *‘mental impairment’* which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

We believe that an impairment does not of itself mean that a pupil is disabled. It is the **effect on the pupil’s ability to carry out normal day-to-day activities** that has to be considered.

In relation to **normal day-to-day activity** the test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

* 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 risk of physical danger

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 and early years settings, 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 and early years settings.

**The Disability Equality Duty (DED)**

**Monitoring**

To meet the Disability Equality Duty, it is essential that aspects of the life of Wensum Junior School community are monitored to identify whether there is an adverse impact on children and adults with disabilities. The following will be monitored:

* Achievement of children by disability
* Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)
* Access of disabled adults to school and their satisfaction with the services provided

##### **Additional implications for School**

The school has additional responsibilities as a service provider to make the buildings accessible for staff and users.

**Contact with parents**

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

#### Election of parent governors

The election of parent governors is 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.

**Involvement and consultation**

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

Wensum Junior School community consults with disabled children and adults in the development of our Disability Equality Scheme by:

* The annual collection of data on disability and accessibility
* Including children in discussions about their individual and personal learning plans

The school will also involve disabled pupils, staff and those using the school services on accessibility arrangements when planning building works or grounds improvements.

### Meeting the three duties

At Wensum Junior School we aim to meet the requirements of the 3 duties through:

Promoting equality of opportunity

* by awareness raising and staff training;
* by keeping a watchful eye on the impact of policies;
* reviewing and adjusting policies;
* raising expectations;
* improving communication.
* increase awareness of the ways in which parents of disabled children can help to support their learning, for example through workshops;
* Ensuring that the talents of disabled pupils are represented accordingly

# Eliminating harassment and bullying

* raising awareness amongst staff and pupils of disability-related harassment;
* understanding the nature and prevalence of bullying and harassment;
* recognising and addressing bullying and harassment;
* involving pupils themselves in combating bullying;
* reviewing school anti-bullying policy and procedures
* ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
* 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

* by staff modelling respectful attitudes to disabled pupils, staff and parents;
* by challenging negativity;
* by ensuring representation of disabled people in senior positions in the school;
* through the curriculum – PSCE and RE;
* through positive images in school books and other materials;
* ensuring that disability is represented in posters, collages, displays and learning materials;
* celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week;
* inviting disabled members of the community/organisations to talk to children.

### Encouraging participation in public life

### where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles;

### there are positive images of disabled people participating.

### Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

### Taking steps to meet disabled people’s needs, even if this requires more favourable treatment

### additional coaching or training for disabled pupils, staff or parents;

### special facilities for disabled pupils at breaks and lunchtimes;

### A policy of interviewing all disabled applicants who meet the minimum requirements for a job.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, an action plan will be shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below:

* Promoting equality of opportunity between disabled people and other people by

1. Increasing awareness of the ways in which parents of disabled children can help to support their learning, through regular reviews of individual learning and personal learning plans.
2. Facilitating access to the School by supporting parents of young disabled children.

* Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability by:

1. Monitoring incidents of harassment and bullying of disabled children, parents/carers and staff. Encouraging people to report and ensuring that the governing body is involved in taking appropriate action.
2. Developing children’s circle time and PSHCE to investigate and address issues relating to disability and bullying with all pupils.

* Promoting positive attitudes towards disabled people by:

1. Ensuring that the SENDCO co-ordinates the promotion of positive attitudes to disability through representation in posters, collages, and displays and learning materials.
2. Celebrating and highlighting key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
3. Ensuring that disabled children and adults are represented and encouraged to participate in school events and newsletters.