

St James the Great School RC
(VA) Primary and Nursery School



Disability Equality Scheme

Mission Statement

At St James the Great School we will foster a respect for self and others in a climate of tolerance of individual differences, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

At St James the Great 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.

The Disability Equality Duty (DED)

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;
- 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.

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.

Aims of the Disability Equality Scheme

The aim of the scheme is to show how the school is going to meet the duty to promote disability equality for disabled pupils, staff and parents.

The Staff and Governors at St James the Great will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities

- promote positive attitudes towards disabled persons –This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

How we will meet the General Duty & Specific Duty

Action Plan

In order to ensure that action is taken to meet the Disability Equality Duty, St James the Great School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met.

The following action plan outlines what will be achieved in the next year with regards to meeting the Disability Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2007-08							
Improve the involvement of disabled pupils, staff and parents within the school community	Ensure that equality of opportunity is available to all	Working party to be set up	Outcomes of working party to be fed into review of scheme	Annually	Inclusion Manager	Summer 2008	Ongoing
Provide opportunities for disabled stakeholders to express their views regarding how the school provides equality of opportunity for disabled stakeholders	The views of disabled pupils, parents, staff and other stakeholders may not be apparent	Contact to be made through student council and school newsletter to provide a forum for views	Feedback to be analysed	Analysis reports to be produced two weeks after all views received.	Inclusion Manager.	May 2008	ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Gather improved information regarding the impact of the school's policies on disabled stakeholders	Information to be gathered in order to inform future reviews of the scheme	Questionnaire to be developed which enables disabled stakeholders to voice their views	Feedback to be analysed	Analysis reports to be produced two weeks after all views received.	Inclusion Manager.	Summer 2008	Autumn 2008
Promote positive attitudes	To ensure that all involved with the school promote positive attitudes to disabilities	Ensure representation of disabled pupils, parents and other stakeholders in school life	Impact to be assessed through working party	Annually	Inclusion Manager	Summer 2008	Ongoing

Monitoring and Reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Headteacher and governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

For further information, please contact the school's Inclusion Manager Mrs G Pillay