

DISABILITY EQUALITY SCHEME AND ACCESSIBILITY

Disability Discrimination Act 2005

The Disability Discrimination Act 2005 defines disability as '*a physical or mental impairment which has a substantial and long term effect on a persons ability to carry out day to day activities*'.

Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

School Ethos, Vision and Values

The school is committed to ensuring equal treatment of all its employees, pupils and users.

Lingfield Primary School believes there is no place for disability discrimination in any of its activities or services. We are fully committed to the principles of disability equality and to encouraging and supporting all staff, pupils and users to reach their potential.

We aim to ensure that all of our practices, procedures and policies are non-discriminating and that positive action is taken to redress any inequalities in employment practices, provision of any services to pupils and others or the way in which the school manages its business activities. This scheme requires Management, Governors, Employees, Pupils, Parents, Customers, Contractors and Partner Agencies to be aware of and to support its philosophy and aims.

General and Specific Duties

The duty to promote disability equality, or the **general duty** (of the DDA 2005), requires all schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and others
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

Our Disability Equality Scheme will outline how we will fulfil this duty and include a set of specific, measurable, achievable, realistic and time bonded targets in the form of an action plan.

These duties are reinforced by specific duties to:

- publish a Disability Equality Scheme
- prepare and regularly review an action plan that demonstrates how the school is meeting its general and specific duties
- involve people with disabilities in the ongoing development of the scheme.

A named member of the School's Leadership Team will take overall responsibility for the scheme.

Involving People with Disabilities

The School will involve Pupils, Staff, Governors, Parents and other users of the school buildings in the ongoing development of the Disability Equality Scheme.

See attached gathering information grid.

Impact Assessment

The school will identify elements of its current operation and function as disability equality relevant and for which an impact assessment is required.

These elements may include:

- The Governing Body
- Removing barriers
- Disability in the Curriculum, including teaching and learning
- Eliminating harassment and bullying
- Accessibility
- Reasonable adjustments
- School facility lettings
- Contractors and procurement
- Information, performance and evidence:
 1. Pupil achievement
 2. Learning opportunities
 3. Admissions, transitions and exclusions (including SEBD)
 4. Social relationships
 5. Employing, promoting and training disabled staff

Policy Review

The school will continue a process of systematic monitoring and review of all school policies to ensure the requirements of the Disability Equality Act 2005 are met.

Appendices

- 1 Accessibility - Adaptations of buildings and learning environment

Policy formulated & agreed by staff	April 2009
Accepted by Governors' Committee	Nov 2009
Review/Induction date	

Appendix 1

Accessibility - Physical adaptations in place in school to support access

- Wide doors/doorways in main reception area and in corridors to facilitate wheelchair access.
- Stair lift to facilitate access to first floor classrooms.
- Non flicker lighting tubes.

Adaptations Made to Buildings and Learning Environment

Adaptations	Planned Completion Date	Completion Date
Portable sound field system for Nursery class for child with hearing impairment.		September 2007
Portable sound field system for Reception class for child with hearing impairment.		September 2008
Phase 2 building - <ul style="list-style-type: none"> • Door colour to contrast with surrounding wall colour to support users with visual impairment. • Ramp to facilitate access to main children's entrance. • Wide doorway to facilitate access to main children's entrance. 		Summer 2008
Disabled parking bay.	December 2009	
Visual fire alarm fitted in infant boys toilets.		July 2008
Visual fire alarm fitted in junior boys toilets.	Start of academic year 2011 - 2012	

The School Governors Premises Committee regularly review the physical environment in the light of Health and Safety and Accessibility. Within the rolling programme of maintenance and decoration, accessibility issues are discussed and addressed.