



## CARDINAL HUME CATHOLIC SCHOOL

Disability Equality Scheme 2015-18

**“To develop each member of the school community so that everyone involved can reach their full potential in the light of the teaching of Christ and the values portrayed in the Gospels”**

## Disability Equality Policy and Accessibility Plan

**School name:** Cardinal Hume Catholic School

**3 year period of the plan:** Dec 2015 – Dec 2018

### 1 Vision, Values and Ethos

Cardinal Hume Catholic School is committed to the principles of inclusion. We have a caring, supportive Catholic ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve disabled people in informing the direction our school takes to promote equality by opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/ her potential and feel valued as an individual who can contribute to the life of our school and society in general.

We promote:

- pupil self-confidence so that each pupil develops a sense of personal worth and is confident in his/her ability to succeed.
- positive relationships to help pupils develop good relations with others, based on mutual respect and consideration, and an understanding of, and a tolerance towards various races, religions and cultures.
- co-operation to develop the abilities of pupils to contribute as members of groups and recognising their responsibilities.
- self-discipline so that pupils understand the need for high standards of behaviour and to develop responsibility towards people and property.

### 2 The legal context

The 1995 and 2005 Disability Discrimination Acts (DDA) introduced a duty, which applies to all schools, which sets out a general duty to promote disability and a specific duty to publish a disability equality scheme. Subsequently, the Equalities Act 2010 requires schools to be more proactive in their approach to promoting disability equality and eliminating discrimination. Our definition of disability defines a disabled person as someone who has:

*'a physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'*

This definition covers a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability only if the effect is on a person's ability to carry out normal day-to-day activities. *See Appendix D for a list of impairments that would affect normal day-to-day activities.*

The duty puts greater focus on approaches to policy development and management of issues in relation to disability.

The DDA 1995 and 2005 and Equalities Act 2010 requires that the governing body increase access to education for disabled pupils. Our school has produced, with this scheme, an Accessibility Plan, which identifies actions based on our self-evaluation that will promote opportunities for participating in the curriculum; accessing the building and services and delivery of information to pupils and adults.

### **3 Involvement of pupils, staff, parents/carers, governors, agencies and service providers**

The Governors Policy Working Group representing the views of disabled people has fulfilled our statutory duty in the production of this policy scheme to involve disabled people in the production of this disability equality scheme (DES). The Governors Policy Working Group responsible for the member of staff is responsible for Student Voice and pupils in our school, who continue to provide their views on accessibility issues and the school provision especially during the wide variety of pupil voice groups we use e.g. student council. Consultation with students and external experts is an ongoing process in this school. Through respectful relationships with disabled pupils we acknowledge their feelings and respond to their views.

Where we have disabled staff, parents and service providers have already noted their views and we will continue to provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments. We will seek to record views of external agencies, voluntary groups and services we procure to inform our disability equality scheme and make any necessary adjustments.

If any areas are found to be lacking in our support for disabled people, a report, identifying priorities for school action, will be provided by the Pastoral team, together with recommendations for action and passed on to the governing body

### **4 Information Gathering in relation to the recruitment, development and retention of disabled employees**

Cardinal Hume Catholic School will follow the statutory guidance on the collection of information on disabled employees and the recruitment of new staff. The Academy staff database has a record of those staff that indicated whether they have a disability. Other information in school will be analysed to ensure that there is no discriminatory practice and will take into account the following: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff that voluntarily provides information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the governors agreed policies on sickness and returning to work.

## **5 The educational opportunities available to, and achievements of, disabled pupils**

The school maintains a pupil tracking system, which provides current data on pupil attainment and achievement. This system also provides specific information on all pupil disability and attainment. Pupils with a disability will be registered on admission to Cardinal Hume Catholic School. Information will be collected through the transfer of records from previous schools, the local authority and parents to ascertain pupil needs and levels of attainment and achievement in order that consideration is given to provision and access to curriculum. Further detail is available in our school's SEN and Admissions Policies.

In order that pupils have full access to the curriculum the school will prioritise aspects of the school Accessibility Plan so that pupils with a disability are ensured fully inclusive access to the curriculum.

Consideration will be given to the management of pupils with medical needs and their care plans to access the curriculum.

## **6 Impact, reviewing and reporting our scheme**

The scheme will be monitored by the governing body and will be reviewed annually with the SEN policy and Accessibility Plan. The review of the scheme will cover:

- Information on attainment and achievement for those pupils with a disability.
- Current pupils, staffing and others who are registered with a disability.
- Adjustments that are to be considered in the school SEN policy which would cover staffing and provision.
- Priorities that would be included in the school's Self Evaluation and improvement plan.

This scheme and action plan has been agreed by the full governing body  
Signed ..... (Chair of Governors) Date.....

# Accessibility Plan & Disability Equality Scheme Activities

School: Cardinal Hume Catholic school Date: Dec 2015  
Activities Resources Date achieved Responsible Outcomes

## 1. Leading and monitoring the disability equality scheme

Activities	Resources	Date achieved	Responsible	Outcomes
1. Leading and monitoring the disability equality scheme				

**2. Promoting curriculum access for disabled pupils and adults**


**3 Improving the equality of information for an about disabled pupils and adults**


**4 Improving the physical environment of the school and its services**


