

## Disability Equality Policy

### **Vision Statement:**

“St. Philomena’s is a family school inspired by the love of Jesus by celebrating the gifts of all as we grow and learn together in a happy welcoming community.”

### **Introduction**

The school recognises and accepts the need to make all reasonable adjustments for the admission of any prospective pupils who are disabled, any staff who are appointed, parents or any visitors to school. The school has or has had pupils who suffer from, Aspergers Syndrome, Autism, Dyslexia, Dyscalculia, Dyspraxia, Epilepsy, Attention Deficit Disorder and food allergies as well as those who have impairments in speech, sight and physical movement, including wheelchair users whether permanent or temporary. Provision for these pupils, as well as any who have diabetes, has been made in terms of medication, resources, specialist support, teaching support, the physical environment, policy development and risk assessment. We have had parents using crutches and staff with disabilities. Adjustments have been made to the school environment to include these people. We are aware however that there is no wheelchair access to Convent House and access is limited to the two other houses.

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Disability Discrimination Act.

The Governors of St. Philomena’s have three key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s Disability Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

This scheme incorporates the school’s plans to increase access to education for disabled pupils, staff, parents and visitors.

### **Definitions**

The Equality Act defines a disabled person as someone who has:

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

Definition of the terms:

- ‘physical impairment’ includes sensory impairments.
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness.

- 'substantial' means 'more than minor or trivial'
- 'long-term' is defined as 12 months or more.

The definition includes 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, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on 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.

At St. Philomena's we will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

We will strive to achieve this by:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **ACTIVITIES**

### **Education and Related Activities**

The school will continue to seek and follow the advice of the LA services and outside agencies such as specialist teacher advisers, SEND consultants, and appropriate health professionals.

### **Physical Environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes, and more accessible facilities and fittings.

Staff taking medication such as paracetamol must not keep their medication in the classroom or anywhere where children circulate.

(October 2016 – to be reviewed October 2019)