



**CWMBRAN
HIGH SCHOOL**

Disability Equality Statement

REVIEWED: March 2016

NEXT REVIEWED: March 2017

Approved by Governing Body:

Full Governing Body: 21/3/2016



Disability Equality Statement

At Cwmbran High School we aim to provide equality of opportunity for all pupils, staff and all those receiving services from the school whatever their age, ability, race, religion, background or disability.

AIMS

Our school aims to be an inclusive school, where equality of opportunity is a reality for all pupils and staff. 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. Our school aims and ethos underpin our commitment to equality.

We aim:

- To enable pupils to make informed choices and stay safe
- To develop pupils understanding of how to stay healthy
- To develop the skills, abilities and confidence to enjoy life and achieve their potential
- To empower the pupils to make a positive contribution to the community
- To develop and care for the whole pupil ensuring they have the skills and knowledge to develop their economic well being

With the creation of this policy, we aim to act specifically to:

- Eliminate discrimination
- Eliminate harassment related to disability
- Promote equality of opportunity between people with disabilities and others
- Promote positive attitudes towards people with disabilities
- Encourage participation by people with disabilities in public life
- Take steps to take account of people's disabilities even where it involves treating them more favourably than others

DEFINITION OF DISABILITY

The Disability Discrimination Act 2005 defines a disabled person as someone who has a physical or mental impairment which has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities. This may affect 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 and perception of the risk of physical danger.

BACKGROUND

It is unlawful for schools to discriminate against pupils. A school discriminates if:

- It treats a pupil or prospective pupil with disabilities less favourably than others for any reason related to their disability without justification
- It fails, without justification, to take responsible steps to avoid placing pupils with disabilities at a substantial disadvantage. This duty is often known as the 'reasonable adjustments' duty

Our policy for disability access supports this by:

- Promoting equality of opportunity for all people with disabilities
- Ensuring the Governing Body are responsible for the implementation of the DDA duties through monitoring and tracking DDA through the implementation of this policy
- Recognising three sets of duties:
 - 1 Disability discrimination duties
 - 2 The planning duties
 - 3 The Special Educational Needs duties in the Education Act 1996
- Recognising each element within these duties:
 - 1 The disability discrimination duties provide protection from discrimination
 - 2 The planning duties provide for improvements to increase access, over time
 - 3 The SEN framework provides auxiliary aids and services
- Ensuring all staff are aware of how the duties should be implemented in their specific areas of responsibility
- Recognising the needs of all groups within the school and ensuring they have access to all areas of the school for their learning, welfare, equality and safety
- Ensuring provision is planned to provide safe entry and exits from all buildings
- Having high expectations for all pupils and monitoring the achievement of pupils with disabilities
- Ensuring all plans are guided by the Equal Opportunities Policy and the school aims and ethos
- Working closely with parents and seeking views and responses from our stakeholders
- Committing to the effective and sustainable use of resources
- Setting out clear evaluation processes

To ensure fulfilment of this policy, the school will:

- Develop the DDA aspects within the school which will include the Accessibility Plan. These will be reviewed and developed.
- Anticipate the barriers that pupils and adults with disabilities may face and remove or minimise them before individuals are placed at a substantial disadvantage
- Make reasonable adjustments in admissions
- Ensure all pupils have access to all elements of the curriculum and inclusive teaching
- Develop the physical environment to increase access to education and associated services at the school
- Improve the provision of information for pupils with disabilities
- Ensure disability access and exit from all buildings
- Make alterations to buildings etc. in light of needs regarding sight and hearing
- Ensuring appropriate staff are trained for the moving of pupils with disabilities during times of emergency
- Report developments of accessibility plans annually
- Ensuring that we eliminate discrimination and harassment in our employment practice
- Gather information on disability equality as part of our collection of evidence for the Self Evaluation process and the related School Development Plan. This information will be used to set and review our disability equality objectives.

This policy is to be seen in conjunction with all policies, and specifically, the Equal Opportunities Policy.