

DISABILITY EQUALITY 2018-2020

Our commitment to meeting our legal duties under the provisions of the Disability and Discrimination Act 2006 underpins all that we do at St Albert's. No one will be treated less favourably than others.



St Albert's will work hard to meet the individual needs of all; this includes those with a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. We will anticipate the needs of those with disability and make reasonable adjustments to ensure that their needs are met to give them access to all aspects of life at St Albert's. All members of our school community will be involved and consulted in the process of implementing our statutory duty. This policy supports our mission statement aim of providing a curriculum to help all children to achieve their potential.

OBJECTIVES

1. To ensure that all learners receive their entitlement to a broad, balanced and relevant curriculum.
2. To ensure that provision for learners with disability is considered in curriculum planning, teaching and learning.
3. To recognise, celebrate and record learners' achievements, progress and successes in order to encourage a positive self-image.
4. To ensure that those with management responsibility, and individual staff, accept responsibility for planning, organization and delivery of appropriate educational material to pupils' disability.
5. To ensure that learners and parents are fully involved at every stage in the provision made by the school.

STRATEGIES

1. Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school give all learners access to the whole curriculum.
2. Parents will be involved and consulted about the provision being offered by the school.
3. The Special Educational Needs Coordinators (SENCoS) will be responsible for the identification and assessment of the specific educational needs and a procedure will be put into place to ensure effective liaison with appropriate support / outside agencies.
4. The assessment of disability will be diagnostic in nature and constructive in practice, with appropriate involvement of parents and relevant members of staff.
5. INSET opportunities will be provided for staff, as required, to raise awareness and provide practical examples of suitable curricular materials.
6. A flexible approach will be used, involving a variety of forms of intervention such as inclass support, short-term individual withdrawal, monitoring and production of materials in subject areas, and specific advice to subject staff.
7. Active participation of parents in the teaching and learning process will be encouraged.
8. The positive achievements of pupils will be celebrated and recognized.
9. Learners with an Educational Health Care Plan (EHCP), previously known as a Statement of Educational Need, will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

OUTCOMES

This policy will play an important part in the educational development of individual pupils. It will ensure that pupils with disability are treated as favourably as others and that the school will make reasonable adjustments to avoid disadvantaging disabled pupils. Pupils with disability will be treated as equal and valued members of the school community.

If you would like to see the full version of the Special Educational Needs Policy, it is available upon request.

Governors have prioritised the following as our Equality Objectives for academic years 2019-2021:

Objectives	Actions	Success Criteria
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To strengthen pupils' understanding of equality, diversity and fundamental British values through the curriculum and direct teaching.	<ul style="list-style-type: none"> Identify where in our curriculum plans, we can teach and strengthen pupils' understanding of fundamental British values and the concepts of equality and diversity <p>and include these opportunities in year group curriculum plans</p> <p>Ensure that all the protected characteristics and fundamental British values are evidenced in our resources and displays so that no group is deliberately or accidentally marginalised</p> <p>Leaders will regularly monitor and audit how effectively FBV, equalities and diversity are being taught e.g. in lessons, assemblies and theme weeks</p> <p>Leaders will regularly check pupils' understanding of FBV, equalities and diversity in discussions with pupils.</p>	<ul style="list-style-type: none"> Diversity, equality and FBVs will be evidenced in displays around school and within the resources carefully selected/ <p>produced and used by staff</p> <p>Children will demonstrate a strong knowledge and understanding of the fundamental British values, equality and diversity. This will be evidenced through:</p> <ul style="list-style-type: none"> ❖ Pupil Interviews and questionnaires ❖ FBV Whole School Floor Book
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9 Protected Characteristics of Equality

1. Age,
2. Disability
3. gender re-assignment,
4. pregnancy and maternity
5. marriage and civil partnership,
6. race,
7. religion and belief,
8. sex,
9. sexual orientation

Fundamental British Values

1. *Democracy*
2. *The Rule of Law*
3. *Individual Liberty*
4. *Mutual Respect*
5. *Tolerance of those of Different Faiths and Belief*