



Disability Equality Scheme for John T Rice as part of the Garibaldi Family of Schools

2024-2025

Introduction:

The Garibaldi Family and associated Governing Bodies are committed to the inclusive principles of the Disability Equality Duty and the proactive supporting of disabled people within the school community, having as full an access and participation as possible to all the schools provide in order that they can achieve their full potential. The schools and their Governing Bodies welcomes and meets the statutory duties of the Disability Discrimination Act (2005) detailed below:

The Disability Discrimination Act 2005 requires schools, when carrying out their functions to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life, and
- Take steps to take account of disabled persons disabilities even where that involves treating disabled persons more favourably than their non-disabled peers

The Garibaldi Family readily accepts its responsibility to implement these duties for any disabled individual by making reasonable adjustments in its provision where it is practical to do so.

The Access Plan of the Garibaldi Family of schools 2024-2025 lays out the plans to increase access for disabled pupils to the school environment, the curriculum and the written word.

Definition of Disability

The school subscribes to the broader definition of disability contained in the DDA (2005). This includes all pupils with statements and members of the school community with serious medical conditions.

‘A person has a disability if they have 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.’ (DDA, Part 1, Paragraph 1.1)

A disabled person so defined will be substantially affected by their disability for at least 12 months in one or more ways. The definition of disability covers a wide range of impairments including Hearing, Visual and Speech Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health issues (*memory, or ability to concentrate or understand*) and incontinence. People with ADHD, Autistic Spectrum Disorders, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, Dyspraxia, Dyslexia, gross obesity, diagnosed eating disorders, inability to lift, carry or otherwise move every day objects, perception of risk or physical danger and many more...If a person has been disabled in the past (for example, cancer remissions and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

The school's SEN and Medical registers will be used to identify pupils who meet the broadened criteria of disability whilst personnel records will provide the same information about staff.

Key Features of the Disability Equality Scheme

This Disability Equality Scheme sets out the ways in which the Garibaldi Family will meet its general and specific duties.

The involvement of disabled students, staff, parents and other users of the school

It is the Garibaldi Family's intention, wherever possible, to continue engaging disabled people in the reviewing, planning and development of provision for disabled people by the establishment of a working party including an SLT member, a governor and disabled representatives in order to monitor the implementation of the DES.

Information gathering

The Garibaldi Family Head teachers will continue to gather information on behalf of the Governing body to ensure that policies and practices meet the legal responsibilities of the Disability Equality Duty. At entry the SENDCO will sensitively ascertain from each child's family any information regarding disability. This information will be recorded and used to inform

school's engagement with the child and her/his family. The SENDCO will continue to include the monitoring of disabled pupils' academic progress and will respond with appropriate intervention strategies if they are needed.

The social development of disabled pupils will continue to be monitored discretely by the SENCO. Any perceived inequalities will be addressed accordingly.

In addition, the school will improve the quality of the information it currently holds and provides about disabled pupils, staff and parents/families so that any necessary adjustments can be made. This information will provide an accurate profile of the disabled members of the school community and their participation across all aspects of school life so that they can be supported in achieving their full potential.

The recruitment, development and retention of disabled employees

The Garibaldi Family recognises the benefits of a diverse workforce. To ensure there is recruitment, development and retention of disabled employees, the following is implemented;

- Safeguarding children guidance, the use of application form data and stating in adverts that the post is suitable for all including the disabled.
- Guidance from initial information gathering that facilities are in place.

Educational opportunities available to disabled pupils/adults

Areas of the curriculum that present challenge

Different forms of communication – including visual timetables and Makaton signing in place

Alternative provision

When planning takes place, ensuring that all have equality of opportunity to access the curriculum.

All extended school activities allow full participation of disabled pupils.

Participation in extra-curricular activities - residential visits and clubs – consider extra staffing access to as much as is reasonable.

Achievements of disabled pupils

'Progress' achievements

SATs results

Out of school club participation

Sporting achievements by providing extra staffing

Achievements for attendance

Achievements for positions of responsibility

Achievements celebrated publicly alongside non-disabled achievements rather than separately

Impact assessment

The Garibaldi Family is keen to ensure that none of its policies and practices disadvantage disabled people.

When policies are reviewed according to the school's planned monitoring timetable this will be in line with practices on disability equality.

Following consultation The Garibaldi Family will consider the impact of policies and practices on disabled people in the following areas:

- School Visits policy
- Extended Services
- Lunchtime arrangements
- Homework arrangements
- Classroom organisation
- Sports Day
- Recruitment procedures
- Reception area
- School performances accessible
- Parental consultations for disabled parents
- Disabled representation on the Governing Body

Access Plan

Based on consultations, taking account of the information gathered, and in order to meet the duties, The Garibaldi Family has developed the Access Plan to promote Disability Equality which will run from September 2024-2025 and will be reviewed annually by the governing body in the Autumn Term .

Policy reviewed by SENDCO in consultation with GB, HT and stakeholders.

To be reviewed Autumn 2025