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## DISABILITY EQUALITY POLICY AT HANLEY CASTLE HIGH SCHOOL

### 1. Background Information

- 1.1 The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.
- 1.2 The Disability Discrimination Act (DDA) defines a person with a disability 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':
  - '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 and 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.
- 1.3 The Disability Discrimination Act also covers those with:
  - severe disfigurements
  - impairments controlled or corrected by the use of medication or prostheses
  - progressive symptomatic conditions
  - a history of impairment
  - children under the age of 6 with impairments which, in an older person, would result in that person being covered
- 1.4 Since December 2005 (Disability Amendment Act) persons with HIV, cancer and multiple sclerosis are also covered at the point of diagnosis.
- 1.5 The Disability Discrimination Act does not cover:
  - an addiction to or dependency on nicotine, tobacco or other non-prescribed drugs or substances
  - seasonal allergic rhinitis (hay fever)
  - certain mental illnesses with anti-social consequences
- 1.6 The definition of disability under the Act is different from the eligibility for special educational needs provision. This means that disabled students may or may not have special educational needs.
- 1.7 During the academic year 2014-2015 Hanley Castle High School had 1.1% of students classified as disabled. In KS3 there were 3 children with disabilities – two with cerebral palsy and one with Type 1 diabetes. Of these 1 has a statement and 2 are on SEN support. A further 8



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students – 6 from KS3 and 2 from KS4 – have hearing impairments (7 students) or visual impairments (1 student). Of these, 2 are statemented, 2 on SEN support and 3 are being monitored.

### 2. Policy Aims

- 2.1 Hanley Castle High School is committed to promoting equality for all. We strive to ensure that the culture and ethos of the school are such that everyone is equally valued and that all aspects of school life actively promote an environment of equality and inclusion.
- 2.2 The Governing Body recognises that the school must take positive action to prohibit all forms of illegal discrimination. This obligation is towards staff, students and others associated with the school (e.g. parents; users of the premises; visitors). The Governing Body will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.
- 2.3 We aim to:
  - eliminate harassment of disabled persons that is related to their disability
  - promote positive attitudes towards disabled persons – this means not representing people in a demeaning way, and it also means not pretending that they do not exist and not representing them at all
  - encourage participation by disabled persons in public life – it is also important to respect the wishes of disabled students in a disabled setting so that they do not feel pushed into activities they do not wish to participate in
  - take steps to consider disabled persons' disabilities, even when that involves treating disabled persons more favourably than other persons.

### 3. Policy statement

- 3.1 It is the responsibility of all members of the school community - teaching and support staff, parents/carers, pupils and the governing body - to uphold these aims and to ensure that strategies are put into place to ensure that they are achieved.
- 3.2 Hanley Castle strives to ensure that the culture and ethos of the school are such that, whatever the disability of members of the school community, everyone is equally valued and treats one another with respect. These values are actively promoted through our admissions policy, our curriculum and through all the activities, support and provision that the school offers.
- 3.3 In practice, this means that the school must have 'due regard' to eliminating disability discrimination, advancing equality of opportunity



and fostering good relations in all its conduct, including monitoring, reviewing and evaluating:

- a) The impact of all school systems and policies
- b) Student admissions
- c) Staff recruitment, performance management, professional development and internal appointments
- d) The attainment and progress of students
- e) The curriculum
- f) Teaching, learning and assessment
- g) Assessment and examination arrangements
- h) Personal development and pastoral care
- i) Behaviour, discipline and exclusions
- j) Attendance
- k) Medical care / First Aid
- l) The involvement of outside agencies

3.4 In particular the school will focus on:

- Enabling staff with a disability to have access to premises and facilities that they need for their contracted duties
- Ensuring that the needs of visitors with a disability are taken into account
- Better identification of students with disabilities (Key Stage 3 / Aspire at transition)
- Improved training for teaching and non-teaching staff to better support the success of students with disabilities
- Improving the physical environment of the school in order to enable students with a disability to take advantage of education and associated services
- Increasing the extent to which students with a disability can participate in the school curriculum, extra-curricular activities, trips and visits
- Improving the delivery to students with a disability, within a reasonable time and in ways which are determined after taking into account their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for students who are not disabled.

#### **4. Disability equality objectives**

4.1 Disability equality objectives are included in our Disability Equality Action Plan.



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4.2 Progress towards these objectives, as well as progress in any other relevant area, is reported to governors and published via the school website during the autumn term of each year.

Signed: .....

Chair of Governors

Date: .....

Signed: .....

Headteacher

Date: .....

Report to governors / published on website:  
Review date:

February 2016  
May 2017