

# ABERDARE COMMUNITY SCHOOL



## Equality Policy

Drafted  
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Revised on

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(Headteacher)

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**Mr. A. Maddox**  
(Chair of Interim Governing Body)

## Equality Policy

### Introduction

Aberdare Community School is committed to the goal of the achieving equality of opportunity for disabled persons.

As a consequence we:

- 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 person in public life and
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The policy takes account of the following:

The Disability Discrimination Act 2005 (DA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

## **Ethos, Vision and Values**

The school is committed to providing a full curriculum to as many students as possible. In particular the Governing Body recognises its responsibility under the disability discrimination legislation to make reasonable adjustments in order to facilitate access to the premises, facilities and curriculum of the school.

In addition the Governing Body recognises its duty under the Special Educational Needs and Disability Discrimination Act (SENDA) not to discriminate against disabled students in their admissions and provision of education and associated services.

- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an accessibility plan (the school will make reasonable adjustments on an annual basis to improve accessibility. However the school has no legal or financial obligation to make major structural changes to allow full access to the site)
- The governors also recognise that they have a duty to implement and keep under review a DEP
- The Governors have regard to the NAFW circular 15/2004 Planning to Increase Access to Schools for Disabled Pupils
- The GB will take note of WAG information Document Guidance Promoting Equality in Schools December 2007
- SEN Code of Practice (reprinted 2004) Education (Special Educational Needs) (Wales) Regulations 2002.
- The GB realises that it must have due regard to the WAG Code of Practice on School Admissions March, 2009

## **Responsibilities**

1. The school recognises the need to ensure that where possible disabled people are not treated less favourably in respect of the following:
  - Accessibility to the premises and facilities including appropriate signage
  - Accessibility of associated educational services
  - Training of staff and students
  
2. Please note that in the interim period Aberdare Community School will adopt the current accessibility plans of the three school Aberdare High School, Aberdare Girls' School and Blaengwawr Comprehensive School.

Please note that the school accessibility plan will be monitored, evaluated and reviewed annually. The school accessibility plan for each school site takes into account the needs of all pupils and particularly those for whom accessibility might be an issue. Where possible the school aims to ensure that each site is 'disability friendly'.

3. The school will ensure that it will:
  - Enable disabled staff to have reasonable access to premises and facilities that they need for contracted duties
  - Ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account
  - Increase the extent to which disabled students can participate in the school curriculum.
  - Improve the physical environment of the school in order to enable disabled pupils to take advantage of education and associated services.
  - Improve the delivery to disabled students 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. The school will ensure that discrimination is prohibited in:

- The selection and appointment and promotion arrangements for staff
- Staff conditions and service
- Staff training
- The arrangements for determining staff admission
- The terms on which admission is offered
- Refusing or deliberately omitting to accept an admission application
- Provision of education or associated services ( including educational visits and extra-curricular activities)
- Exclusions
- Victimisation
- Failing to take steps to ensure that disabled students are not placed at substantial disadvantage in comparison with non-disabled students in the arrangements for determining admission. However, alterations to buildings are not required under this law. ( See reference to accessibility under point 1)

5. The school values the full range of students and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled students, while bearing in mind the interests of other students. The school is required to make, under the terms of the SEN and Disability Discrimination Act (SENDDA):

- Improvements in access to the curriculum for disabled students
- Physical improvements to increase access to education and associated services ( e.g. extra-curricular activities)
- Improvements in the provision of information in a range of formats for disabled students when this is required for everyday purposes and when this is necessary in an examination situation.

6. The school is also committed to ensuring that pupils with emotional or behavioural needs that act as a barrier to learning are supported. We take account of the additional requirement on schools to explore whether or not students with behaviour issues may or

may not have an underlying disability leading to this. For example, the following may be underlying reasons for poor behaviour.

- Mental illness
- Mental health problems
- Learning difficulties
- Dyslexia
- Diabetes
- Epilepsy

7. The school will take into account all these requirements when considering the inclusion and treatment of disabled students in the school.

- Preparation for entry to school
- The curriculum
- Teaching and learning
- Classroom organisation
- Timetabling
- Grouping
- Homework
- Access to school facilities
- Activities that supplement the curriculum eg participation in musical events, visits, a drama group visiting the school.
- School sports
- School policies
- Breaks and lunchtimes
- Serving school meals
- Interaction with peers
- Assessment and examination arrangements
- Discipline and sanctions
- Exclusion procedures
- School club and activities
- Educational visits
- Arrangements for working with other agencies
- Preparation for the next phase of education

- Administration of medicines
- First aid.

Within Aberdare Community School the following additional support is provided:

- ✓ Where possible students who have limited mobility due to accidents will have access to the Learning House/ Learning Resource Centre.
- ✓ Pupils who have for a time become disabled due to illnesses/operations are supported on a needs basis with individualised support provided.
- ✓ The Pastoral Support Assistants, Deputy Head Wellbeing, Assistant Head-teacher ALNCO, Assistant ALNCO, Pastoral teams all support pupils who may have special needs due to disability.

The following documents should be read alongside this document. The Accessibility plans.

Policies that relate to inclusion and equality within our school.