



Disability & Equality Policy

Background

St. Patrick's RC Primary is a small co-educational school which serves the town of Strathaven, the villages of Glassford, Chapelton, Sandford and Stonehouse, and the rural areas to the south and west of Strathaven.

At St Patrick's we are aware that a child's education is a most serious responsibility. We aim therefore, to make school a happy, supportive place where children will acquire the fundamentals in religious knowledge, develop social, moral and cultural values and academic skills in literacy, numeracy and all other curricular areas. We strive to provide an equal and fair educational experience whatever the individuals' needs.

Our Additional Support Needs Policy is fully understood and supported by all members of staff.

Support for Learning is co-ordinated by the Head Teacher and Principal Teacher, assisted by the PT, all members of staff and our SST. All pupils requiring additional support are assessed within school and parents are fully involved in the creation and implementation of a support programme.

Aims and Values

We strive to put diversity and inclusion at the heart of our work. St. Patrick's aims and values are to eliminate all inequalities, promote equality and promote good relations. We are committed to providing quality education to all children in the school and ensuring all pupils' needs are met. We aim to include all children in the life of the school.

Current, relevant legislation:

Amended Disability Discrimination Act 1995
Disability Equality Duty
Human Rights act 1998

The Disability Discrimination Act 2005 states that "a person has a disability if he or she has a mental or physical impairment which has substantial and long term effect on his or her ability to carry out normal day to day activities."

South Lanarkshire Council's (SLC) seven core **Policies** are closely linked to the five **National Priorities**. In this section the relevance to this policy is highlighted below:

- 1 **Achievement and Attainment:** to raise standards of educational attainment for all in school.
- 2 **Framework for Learning:** to support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

- 3 **Inclusion and Equality:** to promote equality and help every pupil benefit from education, with particular regard to pupils with disabilities and special educational needs.
- 4 **Values and Citizenship:** to work with parents to teach pupils respect for themselves and for one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society.
- 5 **Learning for Life:** to equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

Disability Equality permeates the five National Priorities outlined above and are further linked with Curriculum for Excellence. The purpose of Scottish education is to ensure all pupils are successful learners, confident individuals, effective contributors and responsible citizens.

South Lanarkshire Council has seven values:

1. Fair and open;
2. People focused;
3. Working with and respecting others;
4. Excellent employer;
5. Accountable, effective and efficient;
6. Tackling disadvantage and deprivation
7. Sustainable development - a priority value.

These values underpin all the work of the council and The Education Resources Plan.

The National Priorities are embedded in the seven core Policies of South Lanarkshire Council:

- Care and Welfare
- Inclusion and Equality
- The Curriculum
- Learning and Teaching
- Communication and consultation
- Maximising the Use of Resources
- Quality Management

As well as its seven core policies, South Lanarkshire Council has also published sets of guidelines on Equal Opportunities, Race Equality, Disability Equality and Gender Equality with a direct policy link to Inclusion and Equality.

The National Priorities and South Lanarkshire Council's core policies and guidelines, inform the Disability Equality policy and procedures of this school. Our aims and values underpin our actions and we will work to:

- ensure the elimination of unlawful discrimination

- eliminate harassment of disabled persons that is related to their disabilities
- ensure participation of disabled person in the daily life of the school
- promote positive attitudes to disabled persons
- take steps to take account of disabilities, even where that involves treating disabled persons more favorably than others.

Monitoring the effectiveness of our school's provision in this and many other areas of activity is undertaken using 'How Good is Our School?' and a range of South Lanarkshire Council Quality Assurance processes.

We will monitor and evaluate:

- pupils' personal development, pastoral care and guidance
- pupil attendance
- teaching and learning – and the support of disabled pupils where required
- the selective use of resources to present positive images and counter stereotypes
- the curriculum and the opportunities provided therein to promote equality, e.g. citizenship education, P.S.D., R.E., Social Subjects, Circle time.

The school has an *Anti-Bullying Policy* which outlines its approach to minimizing bullying and educating children in how to deal with any situation of this nature.

The *Religious Education* programme is firmly based in the belief that all people are equal and must be treated with love and understanding.

The school ethos has a zero tolerance approach to discrimination:

- all individuals must be treated with respect
- everyone's talents, abilities and contributions are valued
- no derogatory remarks or views are tolerated

Leadership and Management

St. Patrick's Primary School is committed to:

- promoting positive attitudes to all disabled persons in the school and the community
- take account of disabilities and to make arrangements wherever possible to assist the disabled person
- encourage, support and help all young people and employees to achieve their potential
- tackle disability discrimination and harassment, and promoting equality of opportunity
- work with parents and the wider community to tackle discrimination and harassment to follow and promote good practice
- ensure the disability equality position statement and its procedures are followed

Roles and Responsibilities

Race Equality is the business of every member of staff in the school. All staff must promote, through word and deed, an ethos of respect for the diversity of our community.

- The Head Teacher and Principal Teacher are charged with ensuring that all aspects of the school promote Disability Equality. They must promote an ethos within the establishment which values social inclusion and cultural diversity. They must ensure that no systemic or institutionalised discrimination works against any of the pupils or students in the school or seeking to enrol in the school.
- A member of the teaching staff is designated as an equality co-ordinator. The Equality Co-ordinator should oversee any matters issues relating to the leadership and management of equality. They should monitor disabled pupil's attainment, achievement, attendance, exclusions to ensure that the student's potential is attained and where necessary work with colleagues to implement strategies to impact positively on the pupil.
- HT should ensure that admissions procedures, curriculum arrangements, pastoral care, access to resources, consultation and communication. All staff are aware of the negative effects of stereotyping or labelling. There must also be a commitment to raising awareness of these issues among all staff in the school and promoting positive attitudes to disabled persons.
- The Head Teacher must also ensure compliance with South Lanarkshire's policy, Towards a Safer School and the school's anti-bullying procedures to deal with any incidents of harassment, whether verbal or physical. They must provide opportunities for staff to record of such incidents, to develop strategies for dealing with discriminatory incidents and to understand the importance of these procedures and strategies.
- The Equal Opportunities Co-ordinator should monitor teaching materials and teaching strategies to ensure account is taken of disability within the community and action should be undertaken to minimise disadvantage to any equality grouping. Should pupils or parents require support to participate fully in the life of the school, this must be provided. This would include Support for Learning, Pupil Support and support for pupils speaking English as an Additional Language.
- The CPD Co-ordinator should ensure there are opportunities provided for appropriate professional development of teaching staff. Teachers in all departments should be encouraged, perhaps through the development planning process, to participate in continuing professional development either through attendance at external courses, by participating in school in-service, South Lanarkshire Education Resources in-service courses, external courses or through

professional reading. Teachers in departments who attend such development activities or who undertake private study as part of their CPD have an obligation to disseminate their learning through the school at a later date.

- Teachers must also ensure that the materials in use are not discriminatory and do not promote unhealthy stereotyping of disabled persons. Care should be taken to promote a positive view of disabled persons and links with any specialist services should be encouraged.
- Teachers must seek support from HT or Equality Co-ordinator if any pupil is being disadvantaged because of his or her disability.
- All teachers must ensure that they address, record and report all incidents of discrimination or harassment in their classes and inform Equality Co-ordinator and HT.
- All staff should encourage disabled persons to be involved in school activities/events/parents' meetings/parent council or other community groups/events.
- All staff will work in partnership and involve the local community through multi-agency working with specialist schools, school nurse, school doctor, NHS, library services, accessing where appropriate the use of audio, software, interpreting and translations, as well as ICT solutions.

Covering the Specific Duties:

- This policy will be assessed for impact by the Equality Co-ordinator and will be discussed with disabled persons, pupils, parents and staff
- Data will be collected using the SEEMIS annual data check and employee information appropriately to inform planning and decision-making
- Teachers will monitor and analyse disabled person's performance in their classes and in formal assessments. This progress will be discussed with HT and PT at annual reviews of pupils with IEP's and will inform planning for the following session
- The participation of disabled persons in school activities will be monitored by the Equality Coordinator. Individualised Education Programme, Additional Support Plans and Co-ordinated Support Plans will be highlight strategies to be used for disabled persons.
- Where appropriate a Health Care Plan should also be written and implemented