



Disability Equality Policy

Date Adopted	Signed by Chair or Vice-Chair of Management Committee			Review date
	Signed	Name	Position	



First Base
Disability Equality Policy

Values and Ethos

Values of the service that are particularly relevant to this policy:

- **Protection and Respect:** Providing a caring, secure and safe environment, where children are listened to and their views valued;
- **Self-esteem and confidence:** Building self-esteem of pupils so that each can grow in confidence.
- **Achievement, Aptitude and Ability:** Providing high quality learning experiences for pupils to learn and achieve in line with their age, aptitude and ability.
- **Educational and Social Inclusion:** Supporting the inclusion of pupils educationally and socially in their local school communities.
- **Partnership and Interdependency:** Working together with a range of other partners so that the strengths, contributions and limitations of each are acknowledged and valued.
- **Transparency and Accountability:** Working openly and accepting challenge from all those who would have an interest and commitment to the service.
- **Equality of Opportunity:** Providing a service, which does not discriminate, is fair to all, which values individuals and their communities and is positive about difference.
- **Child and Family Centred:** Developing services with other agencies that are child and family centred, that provide choices and meet needs.

Date Adopted: November 2007	Date of Review:
Success Criteria:	

Introduction

As a pupil referral unit, First Base supports children from 75 Primary Schools and a much larger number of pre-school settings and commercial nurseries situated in the northern area of Suffolk. All the pupils we support have been identified by their local schools or pre-school settings as having a difficulty in their social, emotional and/or behavioural development.

This group of pupils are clearly vulnerable to negative stereotypes as a result of their difficulties and this can increase feelings of isolation and dislocation from their local communities in both social and educational contexts.

Aims, Key Purpose and Values

The aims of our service are to:

- promote high expectations of pupil achievement,
- offer early intervention and provision of high quality learning opportunities for children, staff in schools and parents/carers;
- develop close links with other local agencies and services.

Our key purpose is to:

- raise pupil achievement
- Foster educational and social inclusion
- Contribute to school improvement and the development of multi-agency models of service delivery on a community cluster basis.

Our organisational values are listed at the beginning of this document, all of which have particular relevance for this policy and our procedures in promoting racial equality.

The Disability Discrimination Act 2005 and the Disability Equality Duty

The purpose of this Disability Equality Scheme is to ensure that First Base delivers its responsibilities under the Disability Discrimination Act 2005. To be implemented by December 2007. In order to do this and ensure involvement of staff and students it is important to understand the key principles of the legislation and what is meant by disability.

The Disability Discrimination Act 2005 introduces a new duty to promote disability equality for education providers. The new law extends the requirements of the DDA 1995 by requiring public authorities to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate unlawful discrimination.
- Eliminate disability-related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

These six elements are known as the general duty and aim to create positive attitudes and a proactive response to Disability issues. Preparation of a Disability Equality Scheme and Action Plan is part of the specific duties relating to education providers.

Disability Definition

It is important to recognise that the Disability Discrimination Act covers a wide range of disabilities and our scheme is designed to take account of this. The definition of disability includes:

- Physical or sensory impairments
- Mental health difficulties
- Learning disabilities or specific learning difficulties such as dyslexia
- Medical conditions such as Alzheimer's Disease, diabetes and cancer.
- To fall under the definition of the Act this impairment must have:
 - A substantial, adverse effect on the person's ability to carry out a normal day-to-day activities.
 - Be likely to last for more than 12 months.

For more information on the Disability Discrimination Act, including further examples under this definition please refer to the Disability Rights Commission (DRC) website www.drc-gb.org.

Signed	Chair – Management Committee	/	/	Date of Signature
Name				
Signed	Head Teacher	/	/	Date of Signature
Name				

APPENDIX 1

Definition of Disability¹

A disabled person (child or adult) is 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**.

- A **physical or mental impairment** includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- **Substantial** means more than minor or trivial.
- **Long-term** means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- **Normal day-to-day activities** cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Someone with an impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment.

Some people are automatically deemed to have a disability covered by the Act – those with HIV, cancer, MS, and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

¹ This is a summary of the definition of disability. For more detail please see: DWP (2006) 'Disability Discrimination Act: Guidance on matters to be taken into account in determining questions relating to the definition of disability', London: TSO.

Definition of Special Educational Need²

Children have special educational needs if they have a **learning difficulty** which calls for **special educational provision** to be made for them.

- Children have a **learning difficulty** if they have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities; or are under compulsory school age and fall within the above or would do so if special educational provision was not made for them.
- **Special educational provision** means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Education Authority.

DISABILITY EQUALITY PLAN DECEMBER 2007-2009

APPENDIX 2

Activity	Objectives	Actions in 2008-9	Lead Responsibility	Deadline
Communication and information.	Collate information on disability equality.	At the point of referral or during placement update whether in receipt of Disability Allowance.	DM/HS.	January 2008 9(then termly)
Accessibility.	To improve accessibility within First Base.	Fire Alarms will be both visual and audible.	DM/SE	November 2007.
Accessibility	Ease access to the building.	Provide a disabled parking space near to the building and ramp access.	DM/SE	June 2008.
Accessibility	Ease movement around the building.	Edges of steps to be painted in contrasting colour. Doorframes to be painted in a contrasting colour to the walls. Non-visual signs to assist people using the building.	DM/SE	January 2008.
Delivery of the curriculum	Curriculum can be accessed by all.	Purchase and use a sound field system.	DM/HM/JC	November 2007
Delivery of the curriculum.	Curriculum can be accessed by all.	Purchase and use of a ICT symbol programme to help the children follow instructions and write.	JC/HM	September 2007.
Delivery of the curriculum.	Curriculum can be accessed by all.	Purchase a new literacy scheme to assist children with specific learning difficulty.	HM	January 2008.
Communication and information.	All written information provided is available to disabled parents.	The school brochure is available on audio- tape.	DM/HM	September 2008.