

# CYNGOR SIR BRO MORGANNWG

## YSGOL GYMRAEG SANT CURIG



### Disability Equality Scheme: 2017–2023

Person with responsibility for Scheme: Mr R Jones

Date of review: September 2023

#### 1. Legal Framework

- (1a) The **Disability Equality Duty** is a new duty within the **Discrimination (DDA) Act 2005** which requires schools to take proactive steps to ensure that disabled pupils, staff and governors, parents/carers and other people using the school are treated equally.

There are 2 elements to the **Disability Equality Duty**:

**i) The General Duty:**

- To promote equality of opportunity between disabled people and other people.
- To eliminate unlawful discrimination.
- To eliminate disability related harassment.
- To promote positive attitudes towards disabled people.
- To encourage participation by disabled people in public life.
- To meet disabled people's needs (even if this means more favourable treatment).

**ii) The Specific Duty:**

- To produce a Disability Equality Scheme by 1<sup>st</sup> April 2007.

- (1b) **Definition of Disability** (including cancer, diabetes, epilepsy, HIV, MS, Hearing or visual impairments, mobility, mental health conditions, learning difficulties)

EXAMPLE - "Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995 Part 1

paragraph 1.1.) This definition has been amended and broadened in December 2005 under the 2005 Disability Amendment Act: -

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis.
- For a mental impairment the need for it to be clinically well recognised has been removed.

**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.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

*This school uses the "social model" of disability and "recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole".*

## 2. Ysgol Sant Curig

### (2a) Size and Location

Sant Curig is an Edwardian school built at the turn of the 20<sup>th</sup> century, it is located near the centre of Barry. There are approximately 452 pupils on roll. The Nursery and Reception building is located in a separate single floored building. The Junior building is located on the 1<sup>st</sup> floor of the main building and the Infant department on the ground floor.

### (2b) General pupil and staff information

Sant Curig has a range of mixed ability children from various social-economic backgrounds.  
56 members of staff.

### (2c) Relationship with nearby schools and links to the wider community

Sant Curig has close links with nearby Primary schools with regular cluster meetings and secondary transition meetings. Sant Curig has close links with all bodies in the wider Community.

**(2d) School's statement of commitment to equality** (Include statement about procurement: when contracting out services ensure that disability equality is built into the contract, e.g. any reasonable adjustments)

**(2e) Links to other policies**  
Please see: Access Plan, Race Equality Scheme, Equality Opportunities Policy, Special Educational Needs Policy, Recruitment and Selection, Harassment and Bullying Policies.

### 3. Developing the Scheme

**(3a) Involvement:**

- Staff Training
- Governor ratification
- Parent questionnaire
- Involvement of pupils.

**(3b) Gathering information**

- The involvement of the above will help monitor the effect of school policies on disabled people. School policies are regularly reviewed.
- All children in the school are actively encouraged to participate in all school activities. School activities are risk assessed to ensure safe access for children.

**(3c) How the information will be used**  
The above information will be collected during the Autumn term and used to inform the action plan.

**(3d) Impact assessment**  
The school is currently in the process of reviewing its policies. The school will decide which policies and practices have the biggest impact on disability equality and which need to be assessed first e.g. SEN and Equal Opportunities Policy.

**(3e) Planning Duties:** Ysgol Sant Curig's Access Plan has been developed in accordance with Part 4 of the Disability Discrimination Act and sets out the actions to improve over time the physical environment of the school for disabled pupils, their access to the curriculum and the delivery of information to them. These actions are identified separately within this Disability Equality Scheme's action plan.

#### **4. Action Plan**

- i) **Planning Duties (Access Plan)**
  - Physical Access
  - Curriculum Access
  - Access to information
- ii) To promote equality of opportunity
- iii) To eliminate unlawful discrimination
- iv) To eliminate disability related harassment
- v) To promote positive attitudes towards disabled people
- vi) To encourage participation by disabled people in public life
- vii) To meet disabled people's needs (even if this means more favourable treatment)

#### **5. Annual Reporting**

Ysgol Sant Curig gathers information on pupils at the beginning of the year, including medical and dietary requirements and parents are asked to update the school when such issues arise. The information is used to inform caterers, class teachers, first aiders, midday supervisors and any one else relevant.

A Statement about disability may be included in the school prospectus, website and also letters to parents.

#### **6. Procurement**

Many functions and services within schools are now contracted out to private, charitable or voluntary sector organisations.

In so far as they have control over these, schools will need to ensure that when contracting out services they build disability equality into their contracts and that the contractor fulfils its disability equality contractual requirements.

#### **7. Review Date**

- (7a) The access plan will be reviewed every 3 years but updated as necessary

