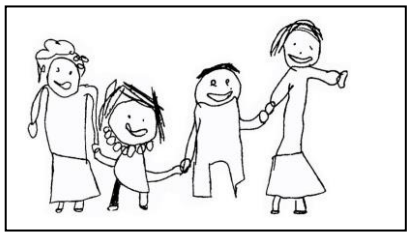
The Ambleside Centre



Disability Equality Scheme

Definition of disability

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as being disabled. The DDA defines a disabled person 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.'

Overarching statement

Mission statement

We are wholly committed to our mission statement.

The Ambleside Centre is a learning community that offers a seamless service of high quality education, care and support for children 0-5 years and their families and for practitioners who work with them.

We celebrate diversity and work collaboratively with families and professionals.

We are one team that has at its heart the well-being and best outcomes for children, families and staff.

- We promise to respect the equal human rights of all our children, families and staff.
- In particular we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.
- All our practice is based on enabling children to share in this responsibility.

Who is responsible

The governors are responsible for:

- Making sure the school complies with the relevant equality legislation and for ensuring that the school Equality Scheme and its procedures are followed.

The Head Teacher is responsible for:

- Making sure the school Equality Scheme and its procedures are followed.
- Making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils and their parents and guardians know about them.
- Producing regular information for staff and governors about the plans and how they are working.
- Making sure all staff know their responsibilities and receive training and support in carrying these out

- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- Dealing with racist, homophobic and other hate-incidents.
- Being able to recognise and tackle bias and stereotyping.
- Promoting equal opportunities and good race relations.
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender.
- Keeping up to date with the law on discrimination.
- Taking up training and learning opportunities.

The head teacher is responsible overall for:

- Dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- Knowing and following our Equality Scheme.

Policies in place to meet requirements of the Disability Discrimination Act:

- Anti-bullying
- Equal Opportunities policy including Race Equality, Gender and Disability
- Equal Opportunities Summary
- Medication Policy appendix A: Meadows, B: Pastures, C: Clinical Procedures
- Add staff memo
- Inclusion Policy
- Supporting Personal Development of Continence

Annexe 1

Definition of the terms:

- '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' and
- 'Long-term' is defined as 12 months or more

Mental and physical impairments

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move every day objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Special educational needs and disability

Though the definition of disability comes from the DDA and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability **and** need special educational provision to be made for them in order to be able to access the education which is available locally.