

YGG Parc y Tywyn : Disability Equality Policy



General

The governing body of Ysgol Gymraeg Parc y Tywyn recognises that the school has a duty to take positive action to prevent all forms of illegal discrimination and to promote equality. This obligation is towards staff, pupils and others associated with the school (e.g. parents; users of the premises and visitors). The governing body aims not to treat disabled people using the school's services less favourably than able people, as far as is reasonably practicable. Implementation and development of the scheme will have regard to national guidance and guidance from the local authority.

Definition of Disability

The Disability Discrimination Act 1995 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'.

- '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'
- 'long term' is defined as 12 months or more.

The definition includes a wide range of impairments, including dyslexia, autism, speech and language impairment and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined above.

In accordance with the terms of The Disability Discrimination Acts of 1995 and the amendment of 2005, the school's DES covers those with:

- severe disfigurement
- impairments controlled or corrected by the use of medication
- prostheses, an aid or otherwise
- progressive symptomatic conditions
- a history of impairment
- HIV, cancer and multiple sclerosis, from the point of diagnosis.

The school policy does not cover those with:

- addiction to or dependency on nicotine; tobacco; or other non-prescribed drugs or substances
- seasonal allergic rhinitis (hay fever)
- certain mental illnesses with anti-social consequences.

THE SCHOOL'S POLICY ON DISABILITY EQUALITY

The school's policy is to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in the life of the school
- take into account the disabilities, staff and visitors to the school, even where that involves more favourable treatment.

The Governing Body's Duty

The Governing Body will meet its responsibilities towards disabled staff, pupils and those using the school's services by ensuring that disabled people are not treated less favourably in all aspects, to include:

- access to the premises and facilities
- access to the curriculum
- access to associated educational services
- recruitment, employment, promotion and training of staff.

Accessibility Policy

The Governing Body's Accessibility Policy follows the local authority's guidelines and aims to:

- ensure that disabled staff have reasonable access to premises and facilities that they need for their contracted duties
- ensure that as far as is practicable the needs of disabled visitors to the site are taken into account
- ensure that disabled pupils 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
- provide facilities for disabled pupils within a reasonable time and which take account of consultation with pupils, their parents and the advice of other agencies.

Unlawful Discrimination

The school will ensure that discrimination does not take place in:

- selection, appointment and promotion arrangements
- staff conditions of service
- staff training
- arrangements for determining pupil admission and the terms on which admission is offered. The school will ensure that disabled pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils
- provision of education or associated services (including educational visits and extra-curricular activities)
- exclusion
- victimisation and harassment.

Pupils:

The school values the full range of its 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 pupils, bearing in mind the interests of other pupils. The school will seek to make, under the terms of SENDDA 2001:

- improvements in access to the curriculum for disabled pupils
- 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.

The school will consider whether or not pupils may have an underlying disability which could result in behaviour issues, for example, mental illness, mental health problems, learning difficulties, dyslexia, diabetes, epilepsy.

The School will take into account the following requirements when considering the inclusion and treatment of disabled pupils in the school.

- preparation for entry to the school
- the curriculum
- teaching and learning
- classroom organisation
- timetabling
- pupil grouping
- homework
- access to school facilities
- activities that enhance the curriculum e.g. a drama group visiting the school
- school sports
- school policies
- breaks, lunchtimes and the serving of school meals
- interaction with peers
- assessment and test arrangements
- feedback to pupils
- communication with parents, including reporting
- discipline and sanctions
- exclusion procedures
- school clubs and activities
- educational visits
- working with other agencies
- Transition arrangements
- administration of medicines
- first aid.

(As a non-selective school the Governing Body reserve the right to apply admission criteria once the school has reached its admission limit. However, the criteria will not discriminate on the grounds of disability.)

The Scheme

Consultation and development take place within the framework of:

- The Disability Discrimination Act 1995
- Special Educational Needs & Disability Act 2001
- The extended provision of the Disability Discrimination Act, 2006
- LEA and national guidelines

Monitoring may be achieved through:

- Surveys of pupils, parents and other stakeholders
- Consultation with the School Council
- Parents' Meetings
- Ongoing discussion with staff
- Feedback and guidance from individuals or representative agencies
- Discussion with the wider community, members of which are potential visitors to the school

Aims

Staff:

The school aims, within the constraints of resources available, to ensure that no member of staff with disabilities is less favourably treated in the school's procedures and practices in respect of: recruitment, performance management, promotion, staff development, teaching environment and access to the premises.

Pupils:

The school aims, within the constraints of resources available, to enable each pupil to fulfil his/her potential, within an educational programme that has development of the whole person at its core.

The school aims to fulfil the requirements of the legislation to make 'reasonable adjustments' for pupils with disabilities, to enable them to have access as far as is reasonably practicable to the school premises, facilities, curriculum and associated services.

The school will examine each individual disability case to determine the best adjustments that can be made to accommodate a disabled pupil's needs.

Procedures

The scheme has been drawn up in consultation with Head Teacher and Senior Management Team, LEA officers and departments e.g. Occupational Health, Access To work Team. It is based on a survey of the working environment followed by discussion with staff, Health & Safety Coordinator, union representatives and Governing Body including nominated governors or relevant subcommittees.

The Accessibility Plan will set out how the needs of disabled pupils' in identified areas are met by the school. There will be a similar list for staff and 'visitors', setting out what steps the school actually takes.

Once notified of disability, the school will follow this procedure:

- identify the needs of the individual
- identify who needs to know and whom to consult with
- produce an action plan
- monitor and evaluate provision.

Preventing Discrimination in Admissions

The governing body will ensure that disabled pupils are not discriminated against:

- through its admission criteria, including criteria used where the school is oversubscribed; and
- by refusing, or deliberately not accepting, an application from a disabled pupil for admission to the school.

Preventing Discrimination on Transfer into the School

At transfer to the school, additional liaison time will be allocated for disabled pupils and their families to ensure that the pupil's educational needs and the school's requirements are fully understood by staff, parents, and pupil, and to ensure that the transfer process is effective.

Preventing Discrimination against Pupils

In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no pupil is excluded from learning.

Teaching staff will be given, as relevant, advice from appropriate external agencies regarding the learning needs of disabled pupils, (such as the Sensory Impairment Service).

Preventing Discrimination during Off-site Activities

The school will ensure as far as reasonably practicable that pupils and staff with disabilities are given access to off-site activities organised by the school.

Preventing Harassment

The school values each member of staff for his/her contribution to the school and will seek to ensure that as far as is reasonably practicable no member of staff is disadvantaged by reason of disability.

All employees have a duty not to harass other employees on the ground of their disability (or any other grounds recognised by the law), and to report instances of harassment to the Head (or in the case of harassment by the Head, to the Chair of the Governing Body). The governing body will take positive action against any employee's harassment of another employee

Working with Parents

The governors will report to parents annually on:

- the Accessibility Plan;
- how the governing body helps students with disability gain access to the curriculum;
- what the governing body does to ensure fair treatment for disabled pupils.

The school will ensure close liaison with families of all pupils with disability through the provision of designated staff members with allocated time and appropriate skills.

Whenever appropriate, information to home will be provided in a format which caters for special needs.

The Head Teacher and SENCO will liaise closely with the homes of pupils who exhibit behavioural difficulties to determine whether they arise from disability or from domestic or social circumstances and, after consultation, take appropriate action.

The School, at least annually, will remind parents of the school's Complaints Procedure

Promoting Equality in Education

Appropriate education to raise awareness and promote positive attitudes among pupils will be included in the PSE programme.

In the case of staff training, this will be achieved through the annual CPD programme. All teaching staff will have training at least annually to encourage improved practice in differentiation for all pupils including those with disability.

Regular staff training will be undertaken regarding the individual learning needs of disabled pupils.

Support staff working with disabled members of staff and pupils will be included in this training.

Planned examples include the training of staff in meeting the needs of the visually impaired and the use of computers for hearing and physically impaired.

Preventing Discrimination against Staff

- The development needs of disabled staff will be discussed with the Line Manager or member of Senior Management on a regular basis.
- Where necessary, support will be allocated, appropriate to the disabled member of staff's needs.
- Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff.

In the case of a teaching member of staff, adjustments will be made to the premises to enable effective teaching

Development of the Premises

The school will ensure that the needs of disabled staff and pupils and any adults are considered in strategic planning for the development of the school campus. When determining the priorities for the use of the annual Capital Grant, the school will take account of the need to make the school campus more accessible for staff and pupils with disability.

The school will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a pupil with a disability to have access to the full teaching and learning resources appropriate to his/her status.

The school will bear in mind general health and safety requirements and the interests of other pupils in all the above considerations.

Responsibilities

The following personnel have key responsibility for developing and monitoring the effectiveness of the policy:

- The Governing Body, delegating to:
- The Head Teacher and Senior Management
- SENCO
- Site Manager
- Health & Safety Coordinator

Responsibilities of the Governing Body Committee

The Governing Body will:

- oversee the implementation of policies and procedures, including Disability Inclusion;
- monitor adjustments and suggest others that could reasonably be made;
- make recommendations to the Head with a view to improving access to teaching and learning;
- monitor systems and procedures for making staff, parents and pupils aware of the policies;
- monitor the school's Accessibility Plan; and review it annually;
- report to the local authority
- The governors recognise that these duties are monitored by ESTYN through the inspection framework

Responsibilities of the Head Teacher

- to oversee the implementation of the policy and Scheme;
- to report progress as required to the governing body. The Head Teacher will report to the governing body at least termly on pupils and members of staff who have a disability, and the steps taken to ensure that they are not treated less favourably;
- to report annually on the training provided for staff
- to report to the Governing Body on reasonable adjustments that have been identified and implemented;
- to ensure that the Disability Accessibility Plan for pupils is reviewed periodically and updated annually, and report progress to the governing body;
- the Head will ensure that regular liaison with parents of disabled pupils takes place. Reports on these meetings and any correspondence with parents and pupils regarding their disabilities will be contained in the Head's reports to the governing body.

Responsibilities of other members of staff

All members of staff have a responsibility to implement the policy and promote its values. They should ensure that any instances of discrimination are brought to the attention of senior teachers.

Review

The Scheme will be reviewed and revised triennially by the Governing Body, or sooner if there is a clear need.

	Enw	Llofnod	Dyddiad
Chair of Governors	Matthew Davies	MDavies	27/01/23
Headteacher	Angharad Williams	<i>AWilliams</i>	27/01/23

Dyddiad Adolygu	Ionawr 2026
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