

DISABILITY EQUALITY POLICY

At Rida Early Years, we value, respect and promote the individuality of all, irrespective of ethnicity, religion, disability, attainment, or background.

Islam promotes equality as the will of God Almighty and requires mutual respect of fellow human beings. Islam teaches us that everyone deserves love, care, and respect, and this fact does not change when a person is impaired. What really matters is his or her heart and conduct.

We are enjoined to be accepting of all people regardless of their disability and include them amongst us and support them by addressing their needs.

Our setting is committed to ensuring equal treatment to all its employees, pupils and any others involved in the setting community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery.

The setting will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who cares for disabled parents or has disabled family members.

Aims

Rida Early Years is committed to embracing every individual and every group with the same equality and warmth and respond to the expectations and the needs of everyone in the same way.

As an inclusive setting we aim to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Promote positive attitudes towards disabled people
- Eliminate harassment related to disability
- Assess and monitor the impact of our activities on disabled people
- Encourage participation by disabled people in public life
- Make reasonable adjustments to ensure disabled children are not disadvantaged.
- Improve outcomes for disabled people.

As outlined in the Disability Discrimination Act 2005 (now incorporated into the Single Equality Act 2010.)

The DDA also requires the proprietors to plan to increase access to education for disabled pupils in three ways.

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the environment of the setting.
- Improve the delivery of information.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Definition of disability

A disabled person is someone who has a **physical or mental impairment** that has a substantial or **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, impairment relating to mental functioning including learning disabilities, long term health conditions.
- **Long Term** means an impairment that has lasted at least 12 months or is expected to last at least 12 months.
- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eye sight, memory or ability to concentrate, learn or understand perception or the risk of physical danger.

The General Duty

How we will meet the General Duty & Specific Duty

The disability equality scheme provides us with a framework for integrating disability equality into all aspects of setting life and demonstrates how we will be seeking to meet the specific duty.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our setting, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

The main actions to be taken in the next three years to promote disability equality are described in the setting's Accessibility Plan. This plan will be subject to revision and amendment at the end of the three-year period.

Reasonable Adjustments

The DDA requires settings to make reasonable adjustments to ensure that disabled pupils and users of the setting are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers.

Specifically, the setting intends that disabled pupils and users will have the same access to the curriculum, to information and access to the setting environment and facilities as non – disabled pupils and users.

In planning developments to deliver this intention the setting considers the needs of current and future pupils and users of the setting.

The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan; however reasonable adjustments will be made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents.

In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- The extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- The practicality of the adjustment
- The availability of financial assistance

- The financial burden of making the adjustment
- The current pupil number of the setting

The setting will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom
 - in the setting curriculum
 - at all times and in all parts of the building
- and when*
- disabled persons feel part of the life of the setting
 - disabled persons are included by their peers in all parts of setting life
 - parents of disabled students feel their child is part of the life of the setting
 - staff feel confident in working with disabled pupils

The Scheme: The Specific Duty

The Proprietors' will review progress on an annual basis. There will be a more formal evaluation at the end of the 3-year cycle.

General Duty Main Actions	Action
Promote equality of opportunity	<ul style="list-style-type: none"> • Reference setting accessibility plan. • As an equal opportunity employer, we would ensure that reasonable steps were taken to enable a member of staff with a disability was able to participate fully in setting life. • Actively seek views of pupils, staff and users of the setting. • Utilise Local Authority support services
Eliminating Discrimination	<ul style="list-style-type: none"> • Ensure staff training includes consideration/implications towards any disability. • Ensure health and safety considerations are met and relevant training provided e.g. manual handling. • Lesson planning considers full involvement of pupils with disabilities
Eliminating Harassment	<ul style="list-style-type: none"> • Reference anti-bullying policy
Promoting positive attitudes	<ul style="list-style-type: none"> • Staff actively encouraging understanding by pupils of the impact of disabilities on accessing the curriculum. • Sourcing material so there are positive images in setting books and other materials
Encouraging participation in Public Life	<ul style="list-style-type: none"> • Ensure opportunities are taken to provide positive role models of disabled people where possible by inviting such visitors in to the setting
Taking steps in the future to meet disabled peoples' needs, even if this requires more favourable treatment.	<ul style="list-style-type: none"> • For visitors to the setting – practical steps in the future taken to ensure visitors' needs are met.e.g. disabled toilet facility, disabled access etc preferential seating when required, assigning a person to support where necessary. • Pupils – Ensuring that their needs and wishes were taken into account when making decisions regarding participation in setting life. E.g. inaccessible location of computer suite- enables pupils to use laptops with choice of peers if necessary, being sensitive to pupils' feelings with regard to participation in some events such as sports day. • Staff – training where necessary • Refer to first-aid/medicine policy.

Development Plan	Targets	Strategies	Outcome	Goals looking to achieve
Curriculum Delivery	Classroom(s) are organised for disabled students	Guidance from specialists taken in arrangement for maximum benefit to disabled students.	Pre / post pupil admission monitoring indicates disability considered in organising the environment for learning.	Disabled students able to access learning environment more effectively.
Curriculum delivery /Delivery of materials in other formats.	IEP targets used by classroom staff and understanding of additional requirements in practical work	Information concerning disabilities available to all staff and further training on implementation and differentiation of curriculum if required.	Well Informed about disability requirements - enabling delivery of lesson	Disabled students able to access curriculum more effectively.
Setting design for disabled students.	First floor accessible for disabled students.	Make necessary adjustments to current setting premises to allow access for potential disabled students - wider doors.	Plan for disabled access	Disabled students able to access all physical areas without difficulty.