



Stamford Green

Primary School and Nursery



Dear Families,

Disability Discrimination Act

The Disability Discrimination Act 2005 was applied to all schools by December 2007. A requirement of this act is that we have an Equality Policy in place and as a result we are obliged to consult disabled people who might use the school – pupils, parents/carers and community users. This is to make sure we are not creating barriers and preventing disabled people from being fully part of the school community.

We obviously know who many of our disabled children are, and something about their particular needs, but we have little information about parents and carers. The Disability Discrimination Act has a very broad definition of disabled people, which includes a lot of people who may not have previously thought of themselves as disabled. Included with this letter is the document ***“Do I consider myself or my child to be disabled?”***

If, after reading this you feel you or your child matches the descriptions in it, perhaps you would consent to letting the school know. You are not compelled to give us this information but it will be very helpful to us if you do. We will use the information to make sure that we are doing everything we can to meet people's individual needs. You can do this by telephoning the school, by letter or by making an appointment to see me, your child's class teacher or Mrs Dray, our Inclusion Leader.

The information will be subject to the Data Protection Act and will therefore be kept confidential. The information will only be used to improve the service your family receive from the school and to invite you to be involved in the consultation process when we review our Equality policy.

Kind regards,

Mrs L Druce
Headteacher
head@stamford-green.surrey.sch.uk

Mrs K Dray
Deputy Headteacher: Inclusion
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Do I consider myself or my child to be disabled?

The Disability Discrimination Act 2005 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.'

Having an impairment does not in itself mean that a person is disabled. What needs to be considered is whether the person needs any particular support or adjustment to carry out normal day-to-day activities in a particular context; in this case the context of the school.

Impairment

An impairment is any illness or condition. It can be a physical impairment or a mental impairment. It may be apparent or hidden.

Physical impairment

Physical impairments would be those that affect a person's mobility, manual dexterity, coordination, speech or continence. Physical impairment would also include sensory impairment; affecting hearing, sight or touch.

Mental impairment

Mental impairments include learning difficulties, specific learning difficulties such as dyslexia, and impairments resulting from or consisting of a mental illness. This includes such things as clinical depression, Tourette's Syndrome or schizophrenia.

Hidden impairment

The list of qualifying conditions includes hidden impairments such as diabetes, asthma, epilepsy, dyslexia, autistic spectrum disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD).

Conditions which are automatically covered by the DDA

People with cancer, multiple sclerosis and HIV /AIDS are included in the definition of disability as soon as they have the condition and before there is necessarily any effect on their ability to carry out normal day-to-day activities. Also people with these conditions continue to be covered by the DDA at any stage of their illness, for example if they are in remission.

People with disfigurements are similarly included and do not need to prove that the impairment has a substantial adverse effect on their ability to carry out normal day-to-day activities.

Adverse

Adverse means negative, harmful or limiting in some way.

Substantial

Substantial means *more than minor or trivial*. (In other words the adverse impact does not have to be very great).

Long-term

Long-term is defined as lasting for a year or more.

Normal day-to-day

Those activities which someone would normally be expected to do. In schools this varies with age. It is expected that pupils in a secondary school will read, write, play team and turn-taking games etc. but in a nursery setting we would not expect pupils to be fluently reading and writing and turn-taking games might be played with support.

Checklist

If having an impairment affects one or more of the following:

Mobility: Getting to/from school, moving about the school and/or going on school visits

Manual dexterity: Holding a pen, pencil or book, using tools, playing a musical instrument, throwing and catching a ball

Physical co-ordination: Washing or dressing, taking part in games and PE

Ability to lift, carry or move every day objects: Carrying a full school bag or other fairly heavy items

Continence: Going to the toilet or controlling the need to go to the toilet

Speech: Communicating with others or understanding what others are saying; how they express themselves orally or in writing

Hearing: Hearing what people say in person or on a video, DVD, radio or tape recording

Eyesight: Ability to see clearly (with spectacles/contact lenses where necessary), including any visual presentations in the classroom

And if:

The difficulty is caused by an underlying impairment or condition, and the impairment or condition lasted, or is it likely to last, more than 12 months, and the effect of the impairment or condition is 'more than minor or trivial' Then you, or your child, would qualify as a disabled person under the Disability Discrimination Act. If you or your child receives medical or other treatment to reduce or remove the effects of the impairment you may still be disabled. The test is whether the effects would recur if you were to stop treatment.