

Disability Equality Scheme

September 2010 – August 2013

Date: 22nd September 2010

Introduction

This policy has been drawn up to fulfil the school's responsibilities under the Disability Discrimination Act 2005 (DDA), to:

- Promote quality of opportunity for disabled people (pupils, staff, parents, carers and other people who use the school or may wish to); and
- Prepare and publish a disability equality scheme to show how we will meet these duties

Under the DDA our responsibilities apply to:

- Employment
- The provision of services
- Education

This scheme and the accompanying action plan sets out how the governing body will promote equality of opportunity for disabled people and will include the reviewed and revised School Accessibility Plan (see Appendix B).

The Accessibility Plan covers the duty to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Starting points

In fulfilling our duties under the DDA (see above) the Governing Body recognise the six elements of that duty:

1. Promoting equality of opportunity
2. Eliminating discrimination
3. Eliminating harassment
4. Promoting positive attitudes
5. Encouraging participation
6. Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Action to be taken by the school leadership

- Raise awareness of the above 6 elements with all staff, governors, parents and pupils
- Familiarize themselves with the document *Implementing the DDA in Schools*
- Familiarize themselves and others in the school community with the broad definition of Disability within the DDA
- Encourage disclosure of disability by pupils, parents, staff and other users of the school
- Set up a working party comprising members drawn from:
 - School leadership team
 - Governors
 - Parent with some connection to disability issues
 - Staff (with some connection to disability issues if possible)

The key functions of the working party will be:

- To ensure the involvement of disabled pupils, staff and parents
- To arrange for the gathering of information relevant to this scheme
- To consider arrangements for impact assessment

Involvement of disabled pupils, staff, parents and other school users

- The school will consider and plan to involve disabled pupils, staff, parents and other school users.
- The school will continue to take into account the preferred means of communication for those with whom they are consulting
- The school will ensure that it involves a range of people and hear a range of views
- The views of disabled pupils, staff, parents and other school users, and those with a clear connection to disability issues, will be taken into account when setting priorities

Information gathering

The collection of information is crucial to supporting the school in making decisions about what actions would best improve opportunities and outcomes for the disabled. Information is also needed to help us review our performance. It must be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to identify the extent to which we have achieved our priorities.

The identification of disability under the terms of the DDA is key to the development of our scheme.

Identifying disability

We will use the following DDA definition in identifying which members of the school community are disabled under the act:

- A disabled person is 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 hidden impairments such as dyslexia, autism, speech and language impairments, and 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.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Information to be gathered

- Recruitment, development and retention of disabled employees
- Education opportunities available to, and achievements of, disabled pupils
- Disabled parents, carers and other users of the school

How information will be kept

The school acknowledges that some of the information may be of a sensitive and personal nature. Information will be stored using the school's pupil data and finance software wherever possible, with access limited to members of staff on a need-to-know basis. Any aggregate data, or other analysis of the figures, will be devoid of any personalising detail so as to preserve confidentiality.

The storage and use of all data gathered in support of this policy will be subject to the school's Confidentiality Policy.

Impact assessment

Disability equality impact assessment is the process of assessing the impact of existing or proposed practices in relation to their consequences for disability equality.

Impact assessment will be part of the on-going process of evaluation of the work of the school.

Every new policy or procedure will be drawn up with regard to our duty to promote disability equality.

Identifying our main priorities and deciding on actions

The priorities for our school scheme will be set in the light of:

- An examination of the information that the school has gathered
- The messages that the school has heard from the disabled pupils, staff, parents, carers and other users of the school who have been involved in the development of the scheme

Our current Action Plan (see Appendix A) focuses on improving the information available and improving the involvement of disabled pupils, staff and parents in the development of priorities.

Implementation

The scheme will be supported by a detailed action plan and incorporated into our School Improvement Plan. Review and evaluation will be the responsibility of the Governing Body.

The Action Plan will show:

- Clear allocation of lead responsibility
- Clear allocation of resources
- An indication of expected outcomes or performance criteria
- Clear timescales
- A specified date and process for review

Publication

The scheme will be publicized through the school newsletter and made available through the school website. The school will provide a printed copy for anyone who asks for it.

Reporting

The school will report annually to governors on the progress made on the action plan and its effect on policy and practice within the school.

Reviewing and revising the scheme

As part of the review of the scheme we will:

- Review the information that was used to identify the priorities for the scheme
- Evaluate the impact the scheme has had on the nature of information available at the time of the review

The scheme will be revised on the basis of the review and of fresh, up-to-date information gathered at the time of the review.

The review and revision will continue to follow the principles and practices set out above.

The Accessibility Plan will be included in the review and will become part of the revised scheme.

APPENDIX A

Disability Equality Scheme – Action Plan

| | Year 1 Actions 2010/11 | Impact | Deadline | Lead person | Indicator of achievement | Years 2 & 3 Actions |
|---|--|---|--|--|--|--|
| 1 | Review and update the Disability Equality Scheme | The updated Scheme is available as required to all relevant stakeholders and shows how the school is meeting its general duty to promote disability equality across all areas of responsibility | September 2010 | Headteacher and Governors' Strategy Team | Scheme known to all relevant stakeholders | |
| 2 | Gather and record fresh information relating to disabled school users | Up-to-date, detailed information held securely on school systems | December 2010 | Headteacher | Data readily available on a need-to-know basis School leadership able to use data to report appropriately on all aspects of disability equality in relation to the work of the school | Ensure information is sought from all new entrants to the school as part of the induction process |
| 3 | Impact assessments to be carried out on all new and existing policies, procedures and practices, with a particular focus on the achievement of disabled pupils | School self-evaluation using data to address the needs of groups identified as disabled under the DDA at risk of disadvantage | November 2010, February 2011 and June 2011 | Headteacher | A minimum of three Impact Assessments to be completed within each school year | Continue to undertake Impact Assessments on a rolling programme, with regular reports to the Full Governing Body |
| 4 | Increase the involvement of parents in assessing the impact of the Scheme | Working Party meetings at least 3 times a year to provide a commentary on the Scheme and its effectiveness | At the end of terms 2, 4 and 6 | Inclusion Co-ordinator | Working party submitting recommendations on developing the Scheme to the Governing Body | Amend the Action Plan in the light of working party recommendations |

APPENDIX B

STELLA MARIS CATHOLIC PRIMARY SCHOOL

Accessibility Plan

JULY 2006

REVISED SEPTEMBER 2010

School context: A considerable amount of work has been undertaken at Stella Maris to improve accessibility, to comply with the Disability Discrimination Act (DDA) and to ensure the school is as fully inclusive as possible.

- Disabled parking bay
- 2 disabled toilets
- shower and changing area
- ramps into school building and from rear of building
- update training for SENCo and teaching assistants in paediatric moving a handling
- medical / physiotherapy room
- equipment: physio bench, exercise mat, writing mats, stabilising cushions, portable ramp, etc.
- sound field system installed in hall
- two portable sound field systems for classroom use
- P Scales / B Squared use to ensure curriculum accessibility, accurate monitoring; and to inform target setting
- Staff training re: mind maps, learning styles, best practice with TAs and differentiation

Short term

Curriculum accessibility

| <i>target</i> | <i>strategy</i> | <i>timescale</i> | <i>success criteria</i> | <i>monitoring</i> | <i>evaluation</i> |
|--|--|--|--|-------------------|--|
| Continue to work towards providing a creative, enriched curriculum | Using the TASC (Thinking Actively in a Social Context) approach to increase the engagement of all pupils in their learning | Establish TASC days across the school as a regular feature of the curriculum – starting September 2010 | All teachers engaging all pupils in learning, whilst ensuring coverage of curriculum | SLT | Governors' Learning and Development Team |

Short term

Access of information

| <i>target</i> | <i>strategies</i> | <i>timescale</i> | <i>success criteria</i> | <i>monitoring</i> | <i>evaluation</i> |
|---|--|------------------------------|---|-------------------|------------------------------|
| Set up procedures to ensure up-to-date information is available through the school website, as well as via hard copies available from the school office | Regular maintenance of the website to ensure information is revised and updated as necessary | On-going from September 2010 | All parents easily able to access information given by the school | Head teacher | Governing body Strategy Team |

Long term

Physical accessibility

| <i>target</i> | <i>strategies</i> | <i>timescale</i> | <i>success criteria</i> | <i>monitoring</i> | <i>evaluation</i> |
|---|--|------------------|---|-------------------|-------------------------|
| Provide level access from the corridor to Class 1 to ensure all children can access the classroom unaided | Remove obstructions from doorways and raise floor level in Class 1 cloakroom | August 2010 | Flush threshold out of Class 1 for wheelchair users | Head teacher | Governor Resources Team |